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Editor :

M.S. RAMAMURTHY

UGC's Central Universities Panel Report

In the last two issues of University News parts of the summary of the main observations and recommendations contained in the UGC's Central Universities Panel Report were given. In the issue of University News dated January 23, 1984 some highlights from the first part carried in the earlier issue were given. In this issue we are giving highlights from the second part of the Report which was carried in our last issue. The third instalment of the summary is also given hereunder. The last instalment will appear in our issue dated February 8, 1984.

- After noting the general demands of karamcharis of Central Universities that have led to agitations and also noting that there had been a few cases where teachers had directly disrupted academic work and, after expressing the Committee's concern with the question of discipline of students it has suggested that
 - Universities should frame rules (for which provision already exists in the Acts, Statutes, Ordinances) violation of which rules would amount to indiscipline
 - Certain forms of agitations like gherao, camping inside boundaries of houses of teachers or officers, use of derogatory or abusive slogans, should be banned
- The recommendations made regarding discipline should be applicable to teachers and karamcharis also
- Expressing its agreement with the views represented to it that the relationship between students, teachers and the university has legal as well as moral issues involved in it and observing that it was necessary to 'promote an atmosphere conducive to learning by preserving the relationship of respect for the teachers and university authority on the one hand and utmost kindness and generosity towards the students on the other', the committee has suggested that
 - The civil courts interventions should be as sparing and as sensitive to the institutions as possible
 - When a court hears academic or discipline cases against the university it be supported by a jury of academics drawn perhaps from other universities
 - A provision should be made that writ litigations by students or employees should not fall within the purview of the civil courts. Government may consider the desirability of setting up special courts to hear expeditiously such cases or set up administrative tribunals for such matters.
- Provision may be made in the Acts and Statutes of universities to give statutory security of service to the teachers
- Statutes of universities may lay down in clear terms the duties and responsibilities of teachers (The duties of the teachers have been specified in the recommendations)
- Whenever need arises for taking action for breach of discipline the final decision or awarding of punishment may be recommended by a committee of three academics not belonging to the university
- A person of very high credibility be appointed to examine individual grievances of students, teachers and karamcharis and propose to the Vice-Chancellor how a grievance could be removed. Such person should be appointed by the Visitor from a panel of names proposed by the Vice-Chancellor and term of office of the individual should be co-terminus with that of the Vice-Chancellor

- For considering general grievances of employees including service conditions, universities have been advised to set up joint consultative machinery, separately for teachers and karamcharis, on the lines of similar ones obtaining in the Central Government.
- A Council of Central Universities be set up which would handle grievances connected with terms and conditions of service which cannot be tackled at the level of individual university without creating other problems.
- Students grievances relating to residential matters may be tackled successively at hostel/hall levels through appropriate committees
- Adequate funds may be provided for promoting corporate life among students.

The third instalment follows :

4.3 It has been recommended that there should be a regular merit promotion scheme based on the principle of flexible complementing for which detailed criteria would have to be worked. It has also been suggested that the Committee appointed to review the scales of pay, may consider provision of selection grades, under certain conditions

4.4 The Commission has been requested to work out a ten year plan for providing housing to teachers and ask for a specific allocation in different five year plans. In this connection an important suggestion has been made that the universities should reserve certain percentage of new houses to be constructed for accommodating persons who are freshly appointed from outside. Similarly, it has been recommended that arrangements be made for provision of adequate medical facilities in the universities

4.5 The Committee is of the view that while preparing the schemes of housing and medical facilities the needs of non-teaching staff should also be taken into account. The revision of scales of pay of non-teaching staff would be taken up after the recommendations of the Fourth Pay Commission are available

4.6 The terms and conditions of service of employees which would include scales of pay, promotional policy and the Code of Conduct would be recommended by the Council of Central Universities, for the approval of the Central Government

4.7 Another suggestion made in this case is that a programme for training of non-teaching staff be initiated in the Universities to improve their performance and opportunity in the University

4.8 The following recommendations have also been made :

- (a) UGC should arrange that the functioning of the universities as well as the quantum and quality of academic and research work carried out is evaluated at intervals of five years
- (b) In view of the special role and responsibility for Central Universities, the Commission in

consultation with the Central Government should in future prepare a separate developmental plan for Central Universities

- (c) The Universities should adopt the guidelines framed by the Commission (which would soon be part of the Regulations to be notified by the UGC under minimum standards of instruction for the grant of any degree by any University) regarding working days, work load and minimum examination reforms, which are being circulated

4.9 The Committee is of the view that the phrasing and the provisions of the Acts are in places defective and sometimes create false expectations which lead to misunderstanding or embarrassment. In some universities the Court is called the "Supreme Governing Body" or "Supreme authority" which it cannot be. Another weakness in the existing Acts of the universities is that it does not reflect the real situation and relationship with the UGC which is responsible through its own Act for determination, maintenance, coordination and improvement of standards of university education and research and for this purpose provides funds both for maintenance and development. In the view of the Committee, a clearer enunciation of University autonomy in relation to (i) the question of academic standards, (ii) finance, (iii) law and order and (iv) social responsibility is called for. The involvement of the UGC and of the Govt though the Visitor or otherwise, should be spelt out in the Acts/Statutes which should represent the realities of the situation

4.10 The Committee is of the view that the Court in a University no longer has any practical utility, particularly when the annual reports and audited accounts of the universities are or will be laid before the Parliament and when the entire deficit of the universities is met by the Central Govt through the University Grants Commission. The Committee has thus recommended that the provision of Court in the Central Universities be deleted

4.11 The Committee attached the utmost importance to the efficient management of the university and to ensuring that it led to the promotion of an academic atmosphere conducive to study and scholarship on the campuses. At the same time it attaches importance to the participation of all sections of the university in the making of decisions by appropriate consultation. In this connection the view of the Committee was that the combining of these two functions in a single body is bound to lead to difficulties and friction, which has been the experience of the past. The principle of election to any of the authorities of the university is also unacceptable to the Committee since the principle of rotation could be employed with greater scope of participation

The Committee has observed that the Executive Council should be the principal organ of management in the university. The prime concern in determining its size and composition is that it should

be an instrument to run the university effectively and to see that the larger objectives and national purposes for which the institution is supported by public funds are fulfilled. Hence, it should be a compact (rather than a large) body and it should be a homogenous (rather than a broadly representative) body, enabling it promptly to take and implement well considered decisions and to effectively handle crisis situations. It should take policy decisions in consultation with teachers, and where necessary with karamcharis, but routine matters should be delegated to the different officers, with clear Rules provided to them, to take appropriate decisions and be responsible for the same. This would make the Agenda of the meetings more meaningful and not burdened with items of very limited consequence. The membership of the Executive Committee may consist of some ex-officio academics from the university, some persons to be nominated by the Visitor/UGC who are conversant with the management and functioning of universities, a nominee of the Chancellor, and in case of affiliating universities some Principals of the colleges. The membership may not normally exceed 13.

4.12 It has been recommended that two consultative committees be set up, one for issues and matters connected with teachers and the other for non-teaching staff. These committees should consist of some members of the Executive Council and a fairly good representation of teachers/non-teaching staff. The views expressed at these Consultative Committees should be fully viewed by the Executive Council while taking decisions. Proper Statutes will have to be made for this purpose.

4.13 As regards students' participation the Committee has suggested their inclusion in the Academic Council, and in Consultative Committees to be set up at the faculty and departmental level. It has to be ensured that only students with Academic merit participate in these committees, for which a mechanism has been proposed. Similarly, the Committee is for the students managing games, sports, cultural activities, messes and any other association or clubs they form—but in each the competent students of the concerned areas should participate.

4.14 The Academic Council should be the principal academic organ of the universities and co-ordinate and exercise general supervision over the academic policies of the university. It may provide leadership in raising of quality of education and research and the strengthening of their links with regional and national development. For this

[purpose it may prescribe methods of instruction and evaluation and other academic norms. It should be responsible to bring about inter-department and inter-faculty coordination both in teaching and research.

4.15 The Committee is of the view that there should be separate Boards of Studies for undergraduate and postgraduate studies with a few common members. The maximum membership of a Board of Studies in a subject should not exceed 15.

4.16 The Committee has recommended that in addition to the existing authorities of the universities, a Planning and Evaluation (Monitoring) Board may be set up as an authority of the university. This Board shall be the Principal Planning Body of this University and also be responsible for the monitoring of the development of the university, on the lines, which may be indicated in the objectives of the University. The Board should also have some members from outside the university so as to give its deliberations a proper perspective.

4.17 It has been further recommended that a Council of Central Universities be set up which would have the following functions:

- (i) determine the Terms and Conditions of service of the employees of the Central Universities,
- (ii) coordinate Academic programmes and planning and development of the Central universities, and also interaction between them and the State Universities,
- (iii) determine the Personnel Policy including promotion policy for both teaching and non-teaching staff members,
- (iv) enhance participation of the universities in Programmes of National Development, and
- (v) take up such other matters which may be of common interest to these universities.

Decisions on items (i) and (iii) may be taken with the approval of the Central Government.

This Committee would have the Chairman, Vice-Chairman, UGC, Vice-Chancellors of Central Universities and two nominees of the Central Govt. who are members of the UGC.

[The concluding part of the Report will appear in the next issue]

Author-Publisher Relation

Justice G.D. Khosla*

When an author has finished what he considers his better than ever masterpiece, he is inclined to heave a sigh of relief and satisfaction, and lean back to contemplate the manuscript lying in front of him. This, he hopes, will bring him recognition, glory, fame and, no doubt, the money he so badly needs.

But the manuscript before him is not a finished product, ready for the consumer market. It has travelled only a part, no doubt a substantial part, of the way on the conveyor belt that ends in the study of the bibliophile. For he must find a publisher, and make his equation with him. If he finds the wrong publisher or cannot establish a meaningful relationship with him, his literary child may be still-born. The likelihood is that the literary gynaecologist will blame the parent for engendering such a poor specimen and the parent will castigate the gynaecologist for his inept handling of case.

It may well be that the death of the book was unavoidable, and beyond the control of the two participants in bringing to life the literary creation. On the other hand, the failure may have been due to the lack of co-operation and fruitful planning on the part of one or both.

The real point of drawing attention to this peculiar feature of book production is the importance of Author-Publisher relationship. This relationship must be imaginative, sincere, honest and creative, with a capacity for mutual give and take, a willingness to entertain suggestions, and a readiness on the part of each to help the other. This necessitates a mutual understanding and appreciation of each other's problems, difficulties and objectives.

Let me state these quite unabashedly, for to draw a cloak of hypocrisy or professed virtue is to shelve and cloud the issues involved. That way the Author-Publisher relationship can be soured, or at any rate reduced to a state where there is suspicion, mistrust and hostility.

Let me take the author first, because I am one myself and as President of the Authors Guild of India, I have listened to many a tale of woe, genuine, imagined or born of self-deception. The authors, at any rate all those whom I have had the pleasure or the misfortune to meet and talk or want to see

their work in print, displayed in bookshops and stalls, sold, talked about, reviewed in journals and periodicals and provide them with royalties, prizes, recognition and may be, yes, why not, immortality.

The publisher on the other hand, is a businessman. He works, learns his profession, makes an investment and labours for gain. Publishing is not a charitable undertaking. Its primary objective is not promulgation of art, literature and culture, but his choice of the profession is motivated by his genuine interest in literature, art, philosophy and what have you, and though he works for gain, he does advance the cause of art, culture, etc.

Though both author and publisher work for monetary gain, there is this little difference between their respective outlooks. The author is sometimes willing to pay the cost of publication for the joy of seeing his book in print—vanity publishing—the publisher never.

The relationship of author and publisher comes into being because of the identity of the subject matter they deal in, viz. a book or literary work. Neither can really do without the other. That being so, it is imperative that both must strive to establish and maintain cordial, co-operative and mutually rewarding relationship. I use the word strive advisedly for in human relations all parties have to work hard. An attitude of laissez faire simply won't do. Neither can say 'It is up to him. Why should I bother?'

In my view, there should be a frequent if not continuous exchange of ideas, suggestions, schemes, between author and publisher to make the book a success commercially and, therefore, artistically, culturally and intellectually. It may be argued: How is this possible when as many as 16,000 or more New titles are published in the course of a year? There just isn't time and the personnel to accomplish this. My reply would be that books are printed to be sold, and the kind of rapport I have suggested will enhance the sales potential of the book, and therefore, time and energy must be found for it. Fewer titles with greater numbers of each sold will prove more rewarding both for the publisher and the author than the proliferation of titles and subjects half-heartedly promoted with poorer sales.

The publisher should, in consultation with the author, devise the publicity and sales strategy. Many publishers will turn up their noses at this suggestion. "What does an author know about publicity?"

*Founder member and former President, Authors Guild of India, New Delhi

they will retort. "We are in the profession, and we should know." But you will be surprised that many authors, if given the chance, will make very rewarding suggestions. A friend of mine, not long ago, wrote a book. It was a good book. I had read it before it went to the publisher, and had greatly commended it. As soon as it was published, the author requested a number of newspapers to ask me to write about the book and on the subject matter he had dealt with. This proved to be excellent publicity, and the book was reprinted twice within a month. Another author who had written an art book with illustrations, was able to persuade a premier airline to make a bulk purchase of the book for giving presentation copies to their more valued patrons. I am not saying that every author has fruitful ideas about the best way of launching his book or that any particular author can be depended upon to devise publicity plans for each one of his books, and generally speaking, the publisher certainly knows far more about the methodology of publishing than any author. What I am pleading for is a closer relationship and greater collaboration between the two.

The jacket design is part of publicity tactics, and in this matter the author-publisher relationship can be made more meaningful. In the standard contract drafted by the Authors Guild of India and approved by the Federation of Indian Publishers, there is a clause 11 which provides for an author-publisher consultation in preparing the jacket design. Of my 18 books, some had attractive jackets and some not. But whenever I was consulted, and this happened, alas, in the case of four books only, the design finalised was not only attractive but was also more suitably related to the subject matter of the book. A bad jacket will not kill a good book, but a good one will certainly promote sales. The jacket is the first thing the would be buyer sees and is drawn by

In the matter of royalties and payments, the publisher should be fair and prompt, and what is more important, he should appear to the author to be so. This may not be easy in the prevailing atmosphere of suspicion and mistrust not always unfounded. But generally speaking authors are not a breed given to disbelief and mistrust, and publishers can easily win their confidence by being frank and fair in their relationship with authors. And while I am on the subject of royalties, an advance to the author on the delivery of the manuscript is good business tactics and helps to establish a healthy and amicable relationship with the author. All foreign publishers do this, but only a few Indian publishers in some chosen cases agree to part with money in advance. The publisher should remember that when he accepts a manuscript, he has good reason, on the basis of professional assessment, to anticipate enough sales to cover the cost of printing and a modest advance of royalty. The author feels that he has delivered

the goods and is entitled to receive some part at least of the price.

The British and American publishers make a practice of collecting all newspaper and magazine reviews of books they publish and sending the relevant cuttings to the author of each book. This is very morale boosting and makes the author happy and stimulates his creative glands for further activity. I suggest that all Indian publishers should have a machinery for giving their authors this very essential service.

One word, perhaps just more than one, to the authors. They too should give the publishers a fair deal, and not expect miracles to happen in this age of shortages, controls, rising prices and other impediments. Publishers do have difficulties and problems. They have often complained of less than fair dealing on the part of the authors—delayed manuscripts, plagiarism, dealing with two publishers for the same work at the same time, carelessly edited works. An upright author who expects a fair deal should deal with his publisher fairly.

It is more rewarding and less troublesome to choose a good publisher and stick to him. I am afraid, I have not practised this myself. My eighteen books went to no less than eight publishers. I learnt the hard way. So, I say, the word of the Iranian poet,

Man na kardam shuma hazar bikuned

Let me sum up briefly

- 1 There should be closer and continuous collaboration in the Author-Publisher relationship, and each should strive to work for the common good, financial as well as cultural.
- 2 The publisher should boost the morale of the author, not by undeserved adulation but by a discerning choice of books and by intelligent exploitation of the intellectual potential of the author and his work. To this end, the payment of advance royalty, consultation regarding the design of the jacket, the practice of sending review cuttings to the author are some of the devices which will prove useful.
- 3 The author should not presume that every publisher is dishonest. The evidence of dishonesty is certainly not more than in any other field of Indian business activity. Let him for his part deal fairly with the publisher.
- 4 The author should choose a good publisher and deal with him as far as possible. □

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Advertisement regarding admission appears in all leading Indian newspapers by September every year.

Book Development and Reading

Abul Hasan*

Book development and reading go hand in hand. Quite apart from the fact that reading is the mainstay of education, it is vital to the progress of the publishing industry in any country. The development of the reading habit and book publishing are so closely inter-related that any improvement in one is bound to have an immediate helpful effect on the other. The inter-relationship between the two is so obvious that it tends to be ignored. No wonder that it took the Western publishers some centuries to discover this obvious relationship. In the United States this realisation came about forty years ago when American publishers first started to work consciously for the development of reading habits.

Towards a Reading Society

It may be recalled that one of the themes identified for the promotion of books during the International Book Year 1972 was promotion of the reading habit. The latest proclamation on the subject was made by a world gathering of book experts which declared that "we seek a world in which books are more readily available to more people, and in which the ability to read and the will and desire to enjoy the fruits of reading are more widely sought by all societies. We seek a world in which there are indeed books for all, but one also in which all can read and all accept books and reading as a necessary and desirable part of daily life. We look forward not merely to a literate world but towards a universal reading society."

Reading is important for self-improvement or fulfilment and national progress. Apart from enriching individual human life, it is a source of recreation and cultural identification. Reading also fosters better understanding between peoples of different nations and strengthens the desire for peace. The factors that affect reading are varied and complex. We shall discuss a few of them in the context of down-to-earth matters.

Ability and Facility to Read

When we talk of the reading habit we take two aspects for granted—the ability to read and the facility to read. The ability to read presupposes the establishment of a system of education which provides literacy to all. The facility to read implies, among other things, the establishment of a network of libraries within the reach of every citizen. For historical reasons, our country is still lagging behind in providing this ability and facility to a large majority of its people. However, we are endeavouring to make up the leeway as early as possible as would be evident from our Constitutional Directive to provide

compulsory primary education to all children in the age-group 6-14. Unfortunately, despite all efforts, we have not been able to fulfil this commitment so far. Our deadline is 1990, now by which year we hope to cover all adult illiterates also in the age-group 15-36. As for the facility to read, we have some 60,000 libraries in the country besides 5000 specialised libraries attached to various Central and State Government Departments. We have also introduced certain innovative schemes for expansion of libraries, like book banks and the establishment of Raja Ram-mohun Roy National Library Foundation.

The Economic Problem

Whatever literacy and library facilities we have in India today, the problem of our reader goes much deeper. In terms of pages read it is estimated that the per capita annual rate in the world's leading publishing countries is around 2,000 pages while it is only 32 pages in India. Even among our literate men and women, the reading habit is not much developed for economic reasons. Our potential reading public is handicapped by the lack of purchasing power and has often to make a Hobson's choice—the choice between a good book and a good meal. Even in our economically better-off States, books hardly figure in the housewife's budget. Except for religious books, textbooks and professional publications we seldom spend money on books. We invite poets from all over for public recitals, but ironically display a lack of enthusiasm when it comes to buying their poetry in the form of a book.

It is not the fault of our readers if they are not able to buy books. Owing to escalating cost of book production, especially of paper, even ordinary books are slipping outside the reach of the general reader. The economic basis of our book industry has to undergo a thorough change before we can expect our readers to buy books. The answer lies in large print-runs of paperbacks resulting in low unit cost within the means of the average reader. Here again we enter a vicious circle. Large print-runs presuppose a large readership and large readership can be built up only by developing the reading habit.

Catch them Young

Enduring reading habits are best formed at a young age when the mind is most impressionable. Every home and school must provide facilities for reading to the children at a young age. Once the reading habit is established at the kindergarten stage, it is carried through the rest of one's life, if not, even the art of reading may be lost. For this reason and also because the number capable of reading is always greater among young people everywhere, books for children are considered to be the most important category of books after textbooks. A good juvenile

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publication—of fiction or fantasy, of facts or formula—that really catches the child's interest and leads him on to voluntary reading can be one of the least expensive and most effective tools of learning and a very simple means of socializing the child and developing his personality. In order to be attractive and interesting, children's books must be available in the child's mother tongue and based on his actual needs and experience. As one international organisation has put it "Let us give our children the books they need today for a better world tomorrow."

Unfortunately there is a shortage of meaningful children's literature in India. Low literacy, high production cost, low purchasing power and a disorganised market combine to make the publishing of children's books an uneconomic proposition in our country. Although we have some excellent children's authors and illustrators and some of our publishers are doing pioneering work in the field, they are not fully integrated into the economic circuit of the Indian book industry for want of adequate outlets and incentives. A breakthrough in this field does not appear feasible without strong government support. Besides encouraging local authors, illustrators and publishers in every possible way, the most important step would be to ensure a wide market for children's books through institutional buying. Even in developed countries like the UK and the USA about 75 per cent of the total turnover of juvenile literature is accounted for by schools and libraries. Special funds have to be created for the purchase of juvenile publications including magazines by school libraries and public libraries to convert a genuine need into an effective demand.

It must be remembered that availability of suitable children's literature is essential to achieve our target of literacy and universal primary education. The absence of such literature causes a high percentage of school drop-outs to relapse into illiteracy and lose all interest in reading. We have also to consider whether foreign children's books should not be removed from the OGL list. They seem to have achieved a regular flow because of a safer market, although such books have not always helped our children to identify strongly with their own culture and language. It is gratifying to note that the National Council of Educational Research and Training has recently announced a project under which meaningful and relevant reading kits will be supplied to our school children.

Gifting Books

Giving packets of good books to the child as a gift on festive occasions like a birthday, New Year's Day and Christmas is another good tradition which promotes and sustains the reading habit in the child. Once the child becomes interested in books, he would be excited on receiving books on such occasions and would like to develop a library of his own. In India, the practice of gifting books is not very much in vogue. In a survey carried out by the National Books Trust on the purchasing pattern of children

books during the 1978 World Book Fair, the purchase of books for giving gifts received a very poor rating. A packet of selected books for the summer vacation should be most welcome to our child. There could be other occasions also for gifting books. I am reminded of a Japanese friend who gave 500 books to his daughter as part of her dowry and was not surprised to know that she valued this gift more than any other.

Book Clubs

Earlier I referred to inexpensive popular books which could play a vital role in the development of reading in our country. This brings us to the Home Library or the Book Club Movement. Apart from its economic advantage, the movement brings the village reader on par with the urban reader. This is important because a majority of our people live in villages which have no book shops. The fear that such schemes of selling books by mail will damage the retail book trade is unfounded. On the contrary, book clubs breed a new clientele of book readers, who will eventually turn up as customers in the retail book-shop.

Unfortunately, we have not more than half-a-dozen book clubs in India with a total enrolment of about 50,000. Considering the size and population of our country, this is but the appearance of a few stars in the sky. We hope that many more book clubs will be started soon, for which the initiative should come from publishers. Readers can also start Book Lovers' Associations which may organise Literary evenings, Meet-the-Author sessions and exchange of literature. A particularly successful example of this type of activity may be found in the Book Lover's Association of the USSR.

On its part, government could also facilitate the free flow of books by devising special concessional rates for book-post packets. There are already substantial postal concessions for book packets. However, there is a special case of books being exempted whenever there is an increase in postal rates.

Book Markets

An important area in which local authorities can help to foster the reading habit is the establishment of book markets in all important towns. While we make provision for vegetable markets, grain markets, cloth markets, etc. no town in the country has as yet, a real book market. Even in a place like New Delhi, there is not a single book shop where publications in regional languages may be readily available. Indeed a lover of books has to go from shop to shop in order to buy books of his interest. Here I am reminded of an American publishing expert who once remarked 'that books were not sold but bought in India.'

The proposed book market could be constructed by government as a large covered hall with a number of stalls—at least one for each Indian language. To begin with, these stalls could be given on subsidized rent. An organisation like the National Book Development Council could be the coordinating agency to

run the market and to supervise it. The book market would be an ideal rendezvous for book lovers for browsing. Such a market can also be a centre for national integration, bringing under one roof publications in all the major Indian languages. It could also develop into an attractive cultural and educational centre.

Book Kiosks

Another step which may be taken to popularise books and to promote reading is to set up book kiosks at vital points in collaboration with the agencies concerned e.g., at petrol pumps, hospitals, railway stations and post offices and in places of tourist interest. This is done with success in foreign countries and there is no reason why it should not work in India where such devices are conspicuous by their absence. It can be a mutually advantageous arrangement under which books and show cases are supplied by publishers and space for display is provided by the cooperating agency.

Book Journals

Book journals are a necessary means of promoting the reading habit and catering to the special need of the adult book reader. We have only two book trade journals in English viz. the *Indian Publisher & Bookseller*, Bombay, and the *Indian Book Industry*, New Delhi. There is also a fortnightly journal *The Book Chronicle* published from New Delhi which carries book reviews of some selected titles. Then we have the newsletters published by the book industry federations and a quarterly journal *The Indian Author* published by the Authors Guild of India. Besides some of our leading publishers also bring out their own house journals. This service is available to some extent for our books in English. The real need is to extend the facilities to all the Indian language publications. Book trade journals are being published in some of our regional languages. The State Publishers and Booksellers Associations are ideally suited to compile and release such journals in the respective Indian languages.

Development of Libraries

It is necessary to set up a network of libraries throughout the country if we want to attain a fair degree of readership. The fact that about three-fourths of the total turnover of the book trade is absorbed by institutional purchases lends further support to this need. Libraries play an important role even for their non-users. By promoting large editions of books at far lower cost per unit, they enable publishers to reach a large market of individual purchasers and thus help the non-library readers also.

Children's libraries and school libraries should receive a high priority in any programme of library development. A sample survey conducted by the Ministry of Education some years ago revealed that the stock of books in our primary school libraries was outmoded and unsuitable for children and that

a student in our primary schools reads on an average not more than one title per year outside the syllabus. According to one school of thought, educational institutions should insist on compulsory library hours for every student per week. In order that students make an intelligent use of the library, they should be guided by expert library staff and should have direct access to books. All public libraries should have a special children's corner with lending services. If possible, a three-dimensional visual display of scenes from well-known children's stories may be arranged in the children's section. This will not only add to the attractiveness of the library as a whole but will also tempt the child to read the book.

Shortage of funds and skilled staff is a perennial problem with the library system in our country. Imposing a library cess and raising non-governmental sources are some of the measures taken to finance library services. Other steps to spearhead the library movement may include introduction of book mobiles and rotating book boxes, specially in rural areas, provision of adequate training facilities for librarians, fixing a certain portion of the book buying budget for the purchase of indigenous books, making purchases as far as possible from local booksellers and provision of a documentation service and audio-visual equipment in as many libraries as possible.

Reading Surveys and Investigations

One of the targets of the World Congress on Books was the creation of a reading environment in all types and at all levels of society. Although the book remains one of our great resources, "reading is not as essential to the human system as eating or sleeping." Out of about 36 per cent of our population which is capable of reading, there is a high percentage of the reluctant reader or the literate non-reader. For a variety of reasons our country does not seem to have a book culture or a reading climate. A reading environment is possible when the right book can be provided for the right person at the right time and place.

Our publishers and book promoters should give serious attention to investigation and research into the reading habits and tastes of our people and provide the reading materials not only suited to their requirements but also helpful in improving their reading tastes. A survey of the reading habits of the university students in Delhi carried out some years ago identified fiction, mystery, romance and adventure as popular themes with the students most of whom hailed from urban areas. On the contrary, a Unesco sponsored survey on the supply of books to rural Asia found almanacs and mythological epics popular in Indian villages. These surveys are not only old but also few and far between. There is an obvious need to conduct intensive investigation to identify the reading material that is needed at different levels of the reading skills ranging from the child reader to the adult neoliterate and extending to students and inveterate readers, and then take necessary steps to provide and distribute it effectively.

Use of the Mass Media

In a judicious communication policy, the mass media far from being superior rivals to books, can be properly utilised to serve the cause of book development. Radio and Television are being used as an avenue to promote books and reading in many countries. Programmes like Recent Book Releases, Meet the Author, Story Telling Sessions, Poetry Recitations, Literary Symposia and the like, if sponsored on TV and Radio, can generate lot of interest in reading.

The print media is yet another means to publicise books. Book reviews are a very important source of information about books which does not seem to have been properly exploited in our country. Editors of newspapers and periodicals—big and small—could be persuaded to allocate more space to book reviews which should be published frequently and more timely. Indeed, the newspapers and the periodical press should be prevailed upon to charge concessional advertisement rates for books.

Book Fairs and Festivals

Book Weeks, Book Fairs and special book releases are also important. They not only provide information about books but also help in fostering book-mindedness in the people. They lend prestige to the book as a commodity and create the kind of psychological atmosphere which is vital to the development of the reading habit. The National Book Trust regularly organises these fairs on an international, national as well as regional basis. It is gratifying to note that of late the Trust has extended the fairs to semi-urban levels also. In furtherance of its objective to make people book-minded, the Trust has purchased a mobile display-cum-sale van which covers rural areas around Delhi. As part of its silver jubilee celebrations last years, the Trust organised a number of reading promotion activities including a Children's Book Festival in New Delhi, a National Book Week and lectures by eminent people on "Books that have influenced me". Some private organisations and professional book associations have also started organising book fairs and festivals. Educational institutions could also consider making such efforts to promote reading among students.

Reading for Pleasure

When I refer to promoting the reading habit of our students, I mean the reading that is done not as drudgery for examination, but as a hobby for pleasure. Unless reading develops as an automatic activity, outside and unrelated to classroom, it can make little contribution to the intellectual growth of the student and hence to his overall personality. According to a survey made some time back, a typical Indian student reads for less than an hour outside the class attendance, compared to four to five hours of reading by his counterpart in the United States of America or the USSR.

In a symposium organised by a progressive secondary school in New Delhi as part of its Book Week programme, some student speakers bluntly remarked that they had no time to read. According to them, the syllabus was so crowded and the examination demanded so much concentration on textbooks, that there was hardly any time to read outside the prescribed textbooks. A publisher who also participated in the symposium made a startling confession. He said that publishers were often fatigued by professional commercial reading and did not therefore read outside the office hours.

Whether they are themselves readers or not, publishers and booksellers must realise, for their own long-term welfare, the importance of the reading habit. Since reading is the mainstay of publishing, all possible steps should be taken to promote reading as a pleasurable and useful experience. Most of the measures suggested have to be taken either by parents or by teachers or by publishers or by government. But they are basic for the expansion of the book industry and trade in India. The success of these measures will no doubt depend on the cooperation of all concerned—parents, teachers, educationists, librarians, publishers, booksellers, government and, last but not the least, the Indian children. □

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The Basic Problems in Publishing

Amrik Singh*

A decade ago, when I was a member of a committee appointed by the UGC that dealt with the development of libraries, I introduced a resolution which unfortunately could not be considered. The proposal put forward was that every university and college should pay up for purchase of library books within 45 days unless there were compelling reasons to the contrary. It so happened that my term ran out and as far as I know the issue was not taken up.

I sometimes wonder to myself what if the proposal had been accepted. It certainly could not have taken care of the crisis in book publishing that broke out in the late seventies. But it might have helped. The basic problems in publishing are two-fold. One is the shortage of capital and the other is the long term credit which has to be given to educational institutions, when books are supplied to them. The prevalent mode of payments, as should be apparent, aggravates the first problem.

Almost every publishing house is every now and then faced with the problem of what is called the problem of liquidity. Paper merchants, book binders, printers and every body else has to be paid in cash. But when books are sold they bring cash after a long lapse of time. In between the publisher has no choice except to get advance from the bank or resort to some other technique of financing. In either case his situation of scarcity does not improve. The proposal outlined above could have helped the situation somewhat but it could not have taken care of the basic problem.

The basic problem remains that capital in publishing industry is scarce and even that scarce capital does not rotate as rapidly as it does in other forms of business. Take magazine publishing for instance. This is a relevant example because magazine publishing is also a form of publishing and in any case some of the latest trend in magazine publishing have made certain kinds of books surplus and consequently unwanted.

A magazine receives the subscriptions in advance. This provides the necessary capital. A little more capital added to it and the magazine is in business. Over-arching everything of course is the quality of the reading matter. If one magazine can outsell another it is seldom for lack of funds. It is usually for other reasons including readability.

Gestation Period

In the case of books the gestation period is long and the return on the capital invested takes equally long to mature. Every publisher has to invest on what are called overheads and then the printing and publish-

ing of the book. It is only after 40-50% of the copies have been sold that he starts getting some kind of a profit. This is unlike what happens in most other forms of business. One reason why big businesses in India has seldom felt interested in publishing is because the returns are low and the rate of return is unusually slow.

It is open to anybody to raise the question how is it that publishing does better in other countries and not in India. There are two important reasons for it. One reason is the fact that we in India operate through a multiplicity of languages whereas in most other countries this is not so. This simple fact reduces the size of the market therefore and to that extent reduces the scale of the enterprise.

The second reason is the fact that in most other countries where publishing is strong the whole sector of educational publishing is available to the publishing industry. The State hardly does any publishing. The entire publishing is done by private enterprise. Though profits are marginal in the case of educational books, the sales are sure and quick. Whatever is invested returns with profit added to it within a matter of months, if not weeks. A good publisher in another country therefore likes to maintain a balance between general publishing and educational publishing. He makes his bread from educational publishing and his jam from general publishing.

Educational Publishing

In India, for reasons into which it is not necessary to go, the situation is radically different. Educational publishing at the school level is more or less beyond the range of our publishers. At the college level the field is open and quite a few publishers have got immense mileage out of it. But the market is on the whole rather limited and the opportunities are therefore equally limited.

The best that Indian publishers can hope for in the years to come is some marginal share in the prescription and sale of textbooks. The situation will therefore continue to be difficult. This is not a counsel of despair. On the contrary, it is being said in recognition of what is happening and what is likely to happen. Even within these limited parameters there are things that can be done and indeed require to be done. To put them in the order of priority

- (1) The UGC should be more consistent as well as predictable in regard to its policy towards university and college libraries. At the moment the policy is framed more or less from year to year. Publishing in order to be effective requires a lead period of one to two

*Former Secretary, AIU,

years before a book is conceived, written and actually published. The existing uncertainty should therefore be put an end to

- (2) To look up to the UGC alone can be frustrating as well as self-defeating. Except for seven universities, all others are run by the States. Then there are approximately 5000 colleges. The bulk of the grant comes to these institutions from the State exchequer. At the moment the States do not have any well defined policy with regard to libraries. One of the things that both the academics and the publishers should do is to work on this front so that certain norms get established.

Lack of Capital

- (3) The basic problem of the industry is lack of capital. This can be met in two ways. One is by State action and the other is by amending the procedures in such a way that payments are not unnecessarily held up and there is better cash flow. The State intervention in turn can take two forms. One is to establish a Book Finance Corporation and the other is to so arrange things that publishing is treated as an industry which qualifies for bank advances. At the moment while a publisher can get an advance against blank paper, the moment that paper is printed upon and converted into a book all credit is stopped.

Secondly, while this kind of State intervention can play a major role, a minor role can also be played by changing the existing procedures of payment. The proposal made to the UGC committee a decade ago may be resurrected and given a fresh look. In any case a little more awareness on the part of everyone concerned can ease the financial situation for publishers. This is something that requires to be done in the interests of better circulation of books.

- (4) One of the things that has wrecked the book trade is the publishers also acting as booksellers. There were certain historical reasons for it. A state of anarchy within the industry was however equally responsible for it. Here nobody other than the publishers can help themselves.
- (5) Within a decade the price of paper has gone up by 600%. As should be evident, this is not entirely because of the inflationary situation. It is also because of shortage of paper. The country has lived with this shortage for a couple of decades, if not more. One can live with it for another decade or so also, provided there is the assurance that after that the situation would improve. Unfortunately there are no signs even of that.

COST OF INPUTS

The reference to the high cost of paper is indirectly a reference to the high cost of inputs into publishing. The price of everything has been rising. The price of books therefore is bound to rise. As far as most people are concerned, books are not an item of necessity and to that extent individual book buying goes down. The country is thus caught in a vicious circle and no one knows how to get out of it. The only two responses that anyone can make are that there should be a better library system and the cost of inputs should be brought down. How these two things are to be done are matters that require to be examined further.

There is so much more that can be said on the subject but then one cannot say everything on an occasion like this. The quality of publishing is more or less directly determined by the quality of academic life in a country. Something unusual has been happening however in India for the last few decades. While the quality of education has not improved all along the line, in certain areas it has done remarkably well. Somehow it is those very people who represent the high peaks of quality in the system who write books, including textbooks. If what they write gets projected properly, they get a good feedback and they feel encouraged to write more and on a higher plane of scholarship and sophistication.

It is the quality of the feedback however which is poor and invariably unexciting. This is because the rest of the academics either do not take notice of what their more accomplished and hardworking colleagues are doing or because their eyes are focussed on what is being done in other countries and they have nothing but disdain for what happens around them. In either case the situation requires to be changed.

Given the constraints, the Indian publishers have not performed too badly. They have shown imagination, enterprise and an eagerness to be self-reliant. These are positive qualities which need to be put to good use. Unfortunately the patronage of the State has been halting as well as far from adequate with the result that their full potential has not been realised.

In certain cases the role of the State has been positively obstructive. A good deal of the State effort has gone into publishing by State agencies. Exceptions apart, such a policy is counter-productive. The ideal combination is that the State should provide the resources and the enterprise should come from the private sector. Once this combination can be ensured there would be a kind of breakthrough, and that is what one is waiting for. □

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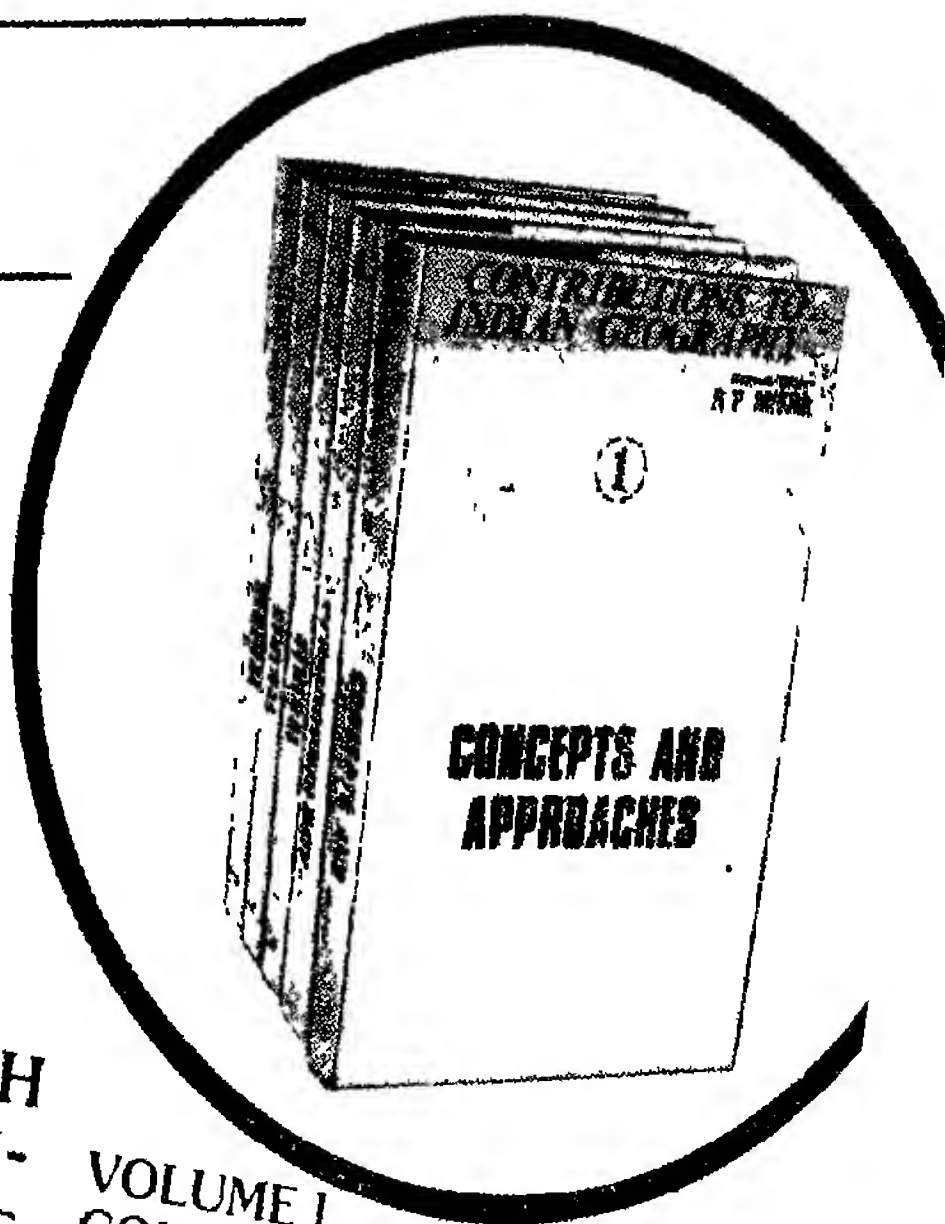
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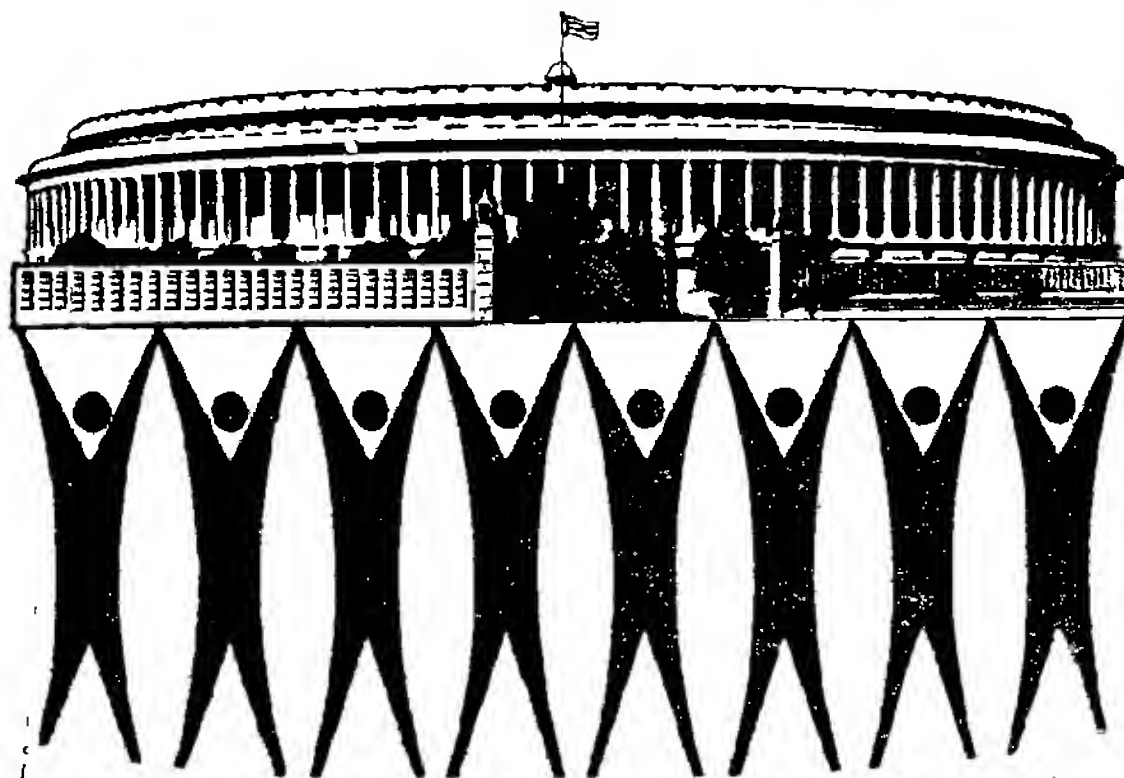
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Promotion, Marketing & Distribution of Books

O.P. Ghai*

Books have several roles to play. The social usefulness of books as the principal means of advancing education, science and culture is recognised by those who are professionally, creatively and occupationally involved in books. While books for children serve an educational purpose at a crucial impressionable and formative age, the school or university books are functional tools specifically adopted to serve an educational purpose.

The publication of a large number of books as a result of the rapid spread of literacy in a country of India's dimensions and population offers to the publishing industry material and social opportunities and responsibilities. There is a close nexus between the publishing activities of a country and the pace of its development and socio-economic progress. In fact, no national policy can be successful without a national policy on books and publishing.

Although the reading habit starts at an early age, publishers can, with proper efforts in promotion, marketing and distribution of books help create the reading habit among the older people. For this purpose readers have to be lured to the world of books. But with a weak publishing industry with a general print run of 1000 no method of promotion, marketing or distribution can help in the sale of a book.

The expansion of education during the last few decades, the large outlays and expenditure of funds by the government, the increasing thirst for knowledge are indicative of the growth pattern. In this context a closer contact between publishers and customers and the promotional activities carried by the individual or combined efforts of publishers to meet the demands of the ever expanding market for books will surely pay dividends. But it is difficult to cover such a market in a country like India with all its complexities and diversities of language.

Promotion is one of the most important functions of book publishing management. A book is of little use if it remains in warehouses, however well it may be written, edited or produced. As a matter of fact, the proper promotion of a book is a duty that the publisher owes to the author who invests time and effort in creating the manuscript, to the reading public for whom it is published, and to himself for he must make a profit to keep his enterprise going. Having published the book the publisher should undertake sufficient publicity and promotion to bring the book to the notice of the right kind of public.

Sales promotion in its wider connotation covers a variety of media, e.g., advertising, publicity through folders, issuing catalogues, trade circulars, display materials and securing of favourable reviews by people and journals whose opinion carry weight with the readers.

Publicity is generally organised in three stages

- 1 Pre-publication publicity,
- 2 On publication publicity, and
- 3 Post publication publicity

The mailing of promotional literature to individuals in the subject of their interest, apprising them of new editions and forthcoming publications is an important part of promotion.

Press publicity is an important tool of bringing different publications to the attention of potential customers. Though all books do not justify advertising in popular magazines, newspapers or the electronic media, yet this promotional aspect must be pursued. Book reviews get little attention unless the book is controversial or of topical nature.

The display of books for all tastes and particularly in regional languages at book exhibitions generates tremendous interest among the public. No other form of display can attract as large a number of potential customers as one exhibition. The book fairs held regularly to coincide with the opening of academic sessions in urban areas become important events for local and neighbouring areas.

Libraries have a unique share in book promotion by the improvement of accessibility to books through adequate bibliographic coverage. Quick, accurate and exhaustive information on books is the librarian's main objective.

A well developed library system caters to the needs of individual readers. A strong and effective library movement in the country will help in meeting the objective of making available books to all. The strength and expansion of the publishing industry in the developed countries owes considerably to the strong library movement. In making books more widely accessible, libraries form an integral part of education at all levels of formal and nonformal learning. It is also seen that there is a reciprocal impact of libraries on book shops or vice versa. They build each others readership. The same readers buy and borrow books. The same non-readers avoid bookshops and libraries.

The best way to attract children towards books is to have a corner in every bookshop devoted to the imaginative display of children's books and paperbacks.

*Chairman Sterling Publishers (P) Ltd
President Federation of Indian Publishers

Another aspect of promotion concerns the preparation of catalogues, brochures and checklists. This involves great expenditure. Membership lists of professional societies are not easy to get. Developing one's own mailing list takes time and is expensive. Catalogues and brochures may often fail to reach the addresses. Together with this, the high postal charges make returns through promotion meagre. In such cases it is worthwhile to resort to cooperative promotion as an effective way of reaching a large audience at low cost. The small publishers stand to gain much through cooperative endeavour.

Marketing & Distribution Although the publishing industry produces a variety of books for different categories of readers, they are sold through the same wholesaler and retail bookseller. It is now felt that different categories of books require to be marketed in different ways. In order to reach the far flung corners of the country, it is necessary to have recourse to traditional and non-traditional methods of marketing.

After the publisher has published and promoted the book, the greatest single contributory factor in its success lies in making it available throughout the country. This can be possible only with the active support of an efficient network of wholesalers and retail booksellers. Just as the publisher is the vital link between the author and the ultimate customer, similarly the distributor is an essential link between the publisher and the bookseller.

Since the basic idea behind publishing is the wider exposure of books, the large network of distribution is important. A dynamic distributor, who buys bulk quantities of individual titles from the publisher at special terms and then supplies to the retail booksellers at the standard discount retaining a minimum for himself, must have an efficient marketing organisation and requisite selling network. He should have the staff and capacity to stock large quantities of titles so that no time is lost in meeting the demand generated through promotion and publicity by the publisher.

Wholesalers play an important part in stimulating the circulation of books. They provide the retailer with a single source for obtaining books issued by different publishers. The publishers, on the other hand, have the advantage of making bulk sales to the wholesalers instead of having to deal separately with each retailer on every sale. The wholesaler is also a part financier of the book trade because the period for which he receives books on credit from the publishers is often less than the time taken in obtaining payment from the retailer. As such the functions of the wholesaler are — stocking, financing, trade promotion and widespread sales — on a subjective professional basis.

The bookseller remains the mainstay of the book trade. He maintains a constant supply of volumes on his premises and collects the sales proceeds that support the book trade. His bookshop also pro-

vides service for the reader who buys an impulse and place where potential buyers may browse.

Since few bookshops are found in most towns and cities and there is also a physical limitation in stocking everything published, it is necessary that books be taken to the readers doorstep. As everyone is attracted by the special offers from manufacturers of consumer items, books can also be offered at special prices.

Book Clubs are the main method of distribution outside the bookshops and libraries. They are effective means of carrying books to readers in distant places or rural habitations with no retail outlets. The publisher, assured of minimum sales, can afford to give discount to the reader in the form of an extra book. The subscriber, who commits a certain sum of money, is supplied a catalogue of books generally paperbacks with popular reading material, from which he chooses titles that interest him. The reader gets the books post free.

The value of book clubs is evident for certain types of readers — those who prefer to have their books delivered at home or whose choice is narrowed to a relatively restricted selection of literary or professional titles.

To enable the book club movement to operate on a large scale and to encourage bookselling by mail, it is imperative that postal rates for books should be low. India has provided some concessions in this regard, but they are negligible.

The efforts to produce suitable reading material are nullified in the absence of a proper distribution net work. Book distribution is the most important operation which does not appear to have received the attention it deserves. "The book trade in most developing countries of Asia", according to a UNESCO study, "is characterized by inadequate distribution channels, unrealistic discount structures, ad hoc trade practices, insufficient promotion and bibliographical tools. In short the whole layer of book distribution is disorganised and unsystematic".

To sum up, I would say that in the absence of adequate number of book shops and their concentration in cities and large towns, unconventional channels should be utilized for retailing books to provide new outlets. These can be post-offices, railway book stalls, petrol pumps, community project centres, airports, tourist spots, stationery shops etc. If the retail trade is to survive, publishers should also resist the temptation to supply books direct to libraries and institutions. In order to remove the ills and improve on the functioning of the trade channels, it will be worthwhile to standardise trading practices all over the country by adopting identical policies of discount, credit, returns and other facilities. □

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55 00

● शान्तला (उपन्यास) भाग एक मी० के० नागराज राव

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48-00

● निशान्त के सहयात्री . कर्तुल-एन हैदर

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40-00

● उर्दू शायरी . मेरी पसन्द : श्रेयासप्रसाद जैन

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Publishing in the Public Sector

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Publishing in India since independence has made rapid strides. Enormous amounts of funds invested in education and development, increase in the total number of literate persons, literature needed by the government agencies for getting across the message of improved agriculture, social equality, family welfare and planned economic development—all these factors have contributed to the massive Indian out-turn of publishing.

Among developing countries India has one of the largest publishing industries, making it the seventh country in the world in terms of the total number of titles produced globally, and after USA and UK, the third country in English language publishing. Notwithstanding the comparatively rosy picture that these statistics tend to present, the fact remains that India has one of the lowest rates of books per million of population, which is only 27 as against 535 of Europe and 50 for Asia taken as a whole, and 150 representing the world average.

Public Sector - Largest Publishing Network

The largest single publishing agency in India has been the public sector. The Government through its ministries and departments at the centre and the states, and through government sponsored research institutes, brings out a large number of books, pamphlets, reports, bulletins, monographs, etc. Several Universities, Boards of Education, State language departments, academies are also engaged in publishing. Besides bringing out text books, they also publish learned works, research dissertations, journal and house-magazines. During the last decade every State established at least one agricultural university. These agricultural universities invariably bring out considerable amount of extension literature in the form of magazines, booklets, folders for wide distribution amongst farmers. In addition, various government sponsored research institutes such as Indian Council of Agricultural Research, Council for Scientific and Industrial Research, Indian Council for Medical Research issue scientific and scholarly publications.

NCERT

Public sector in India emerged as a leading partner in publishing with the nationalisation of school level text books immediately after independence. The National Council of Educational Research and Training (NCERT) was set up to prepare model text books, handbooks for teachers and other educational material. Since there has been a growing demand for standard text books the Council has gone into large scale publishing as against prototype designing. The Council produces several types of publications

including text books and teachers' manuals, supplementary reading material, yearbooks, research monographs and educational journals. The Council has also brought out a few reprint editions of foreign books, mostly on science subjects. The NCERT also provides guidance to state directorates of education, who publish their own text books at state level. While there has been some criticism of the text book publishing by the NCERT and the state directorates of education, like long delays, substandard production, some wasteful practices, the programme has been fairly satisfactory.

Department of Publications

The Department of Publications, in the Ministry of Works and Housing, is the second largest publisher, stockist, distributor and seller of government publications in the world. It handles about 45,000 titles including 35 periodicals and Gazette of India. The Department sells publications worth two crores annually. It is the publisher of all sorts of saleable publications of the ministries and departments, their attached and subordinate offices, public sector undertakings and army publications. The activities of the Department have expanded considerably in the context of various reports, Statistics and other important publications brought out by the government departments and the Planning Commission. According to the Controller of Publications, the chief of the organisation, the Directorate is the second largest publisher and stockist of government publications in the world, next only to Her Majesty's Stationery Office, London.

However, there are certain serious inadequacies in the over-all working of the Department. The sales net-work is weak. Government publications are rather difficult to get. There is at times serious time lag between the handing in of a manuscript, its compilation and editing, and its final availability as publication for general sale. By the time the publication is available, its statistics may have become outdated, or information might have become available through other sources. In any case, general experience has been that search for government publications is time consuming and sometimes frustrating, as they are not freely available, and particularly so, in moffusil towns.

There has also been public criticism of the Department having huge accumulated stocks of unsold publications.

There is apparently urgent need of streamlining the procedures regarding publicity, marketing and accessibility of publications with in the easy reach of potential customers.

National Book Trust

The establishment of National Book Trust (NBT) is an event of major significance in the field of publishing in the country. A brain child of Jawaharlal

*Assistant Director of Publications
Haryana Agricultural University, Hissar

Nehru, the Trust was established in 1957. The thrust of its publishing programmes is to make books of educational and cultural value available to general reader at low price. The Trust was required to publish Indian classics, translations of outstanding foreign works, translations of outstanding creative writing from Indian Languages into the others as also making available contemporary works of Indian authors in the field of education, science, art, philosophy and culture. The NBT also has a book subsidy programme for University level text books. It is intended to provide low-priced standard educational material, in the form of text books or supplementary reading for University students.

The Trust is engaged in activities like undertaking surveys about literacy and reading habits, fostering book mindedness and rural publishing. During the past decade it has taken to promotional activities in a big way. The NBT has so far organised five World Book Fairs, the Sixth New Delhi World Book Fair, being scheduled from 4-14 February 1984. These World Book Fairs are held biennially, and the year between sees a National Book Fair being organised in one of the major cities of the country. The NBT has been organising regional exhibitions and participating in exhibitions abroad. It also organises Writer's Camps, Workshops for translators, writers and illustrators of children's books and book publishing editors. It has been hosting International Seminars on specific problems

of publishing and the book trade to coincide with the biennial features of the World Book Fairs. Some of the subjects on which International Seminars have been held are Books for Millions (1972), World Publishing in the Eighties (1976), Educational Publishing in the Developing countries (1978), Publishing for rural areas in developing countries (1980), Books for all at low cost (1982). The theme for the 1984 international seminar is Bookbinding techniques in developing countries.

The publishing activity of NBT encompasses ten broad services including India—The Land and the People, National Biography, World of Today, Young India Library, Nehru Bal Pustakalya for children, Adan Pradan series. Books brought out in the Nehru Bal Pustakalya for children series have been really popular.

Drawbacks

Publishing in the public sector in India suffers from one uniform drawback, whichever the organisation may be, lack of adequate sales network, and huge stocks of accumulated published material. Some of the University publishing houses, which are in no way constrained by way of lack of finances or facilities, are no better in this respect.

The public sector publishing will be seriously hampered in its onward progress, if this basic drawback is not remedied notwithstanding the positive and beneficial role it has been playing in creating a general climate of book mindedness and making books available at low cost to the reading public. □

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Unesco Seminar on Cultural Implications of Communication Technology

In view of the urgent need to come to grips with the impact of communication technology on social, cultural and economic aspects of human life universally and specific reference to the developing countries of the South Asian Region a meeting of specialists of many cognate disciplines was convened in Poona to discuss the issues involved and to share experiences over a period of three days from 1-3 December, 1983

The Seminar was attended by 48 participants from Afghanistan, Bangladesh, India, Nepal and UNESCO representatives from the Karachi Regional Office (Pakistan) and the Kuala Lumpur, Communication Advisor's Office (Malaysia), and also a representative of the Latin American Association of Communication Researchers from Columbia

The Seminar was jointly sponsored and organised by the Centre for Communication Studies, the Film and Television Institute of India and University of Poona and was held in the Convocation Hall of Poona University. It was inaugurated by Hon'ble Shri Vithalrao N Gadgil, Minister for Communication, Government of India and the Key-Note address was presented by Professor N L Chowla, Director, Indian Institute of Mass Communication, New Delhi.

The Seminar participants belonged to several disciplines directly and indirectly contributing to the development and use of communication technology

The Seminar was held in six sessions and one symposium on "Human Communications in Contemporary Society". Over forty papers were presented along with a video presentation on an experimental rural communication project in Kheda, Gujarat. Discussions ranged from topics such

as 'Communication Technology and Cultural Values', 'Communication Development and Education', 'Communication Plurality of Cultures and Traditional media'

The Hon'ble Shri V N Gadgil, Minister for Communications, Government of India, in his inaugural address stressed that if the term 'culture' is defined to include the entire achievement of human creativity—"all that man has added to nature, then the role of communication may be regarded as that of major carrier of culture. The communication industry which includes what is called the cultural industry has brought many a benefit to the human race. But it has also brought a great deal that is banal and stereotyped which dulls rather than stimulates the imagination. The influence of commercial and advertising interests and also the sterile conformism of culture approved by bureaucrats of all kinds pose a real danger of a levelling, impoverishment and hollowness of cultural life"

Many participants though quite aware of the great potential of new communication devices, at the same time expressed grave concern at the speed at which communication technology has penetrated into the South Asian region which is essentially multi-lingual and multi-cultural. The participants were unanimous in their expression of an urgent need for more indepth studies conducted by interdisciplinary teams involving communication researchers, practitioners, policy-makers, technologists, scientists and the users. They also expressed the need for concerted action in the field through an exchange of experiences and information, both on a short-term and long-term basis at the national as well as sub-regional level. UNESCO, as an international agency al-

ready active in this field (having also supported this seminar) was singled out as one organisation which should promote such efforts. The major streams of recommendations which resulted from the three-day deliberations are given below

General Recommendations

- 1 While it has become obvious that in several countries of the region many different innovative uses are already being made both of the newer technology and older forms of communication ranging from centralised, decentralised, and localised production and dissemination through small gauge, video, audio cassettes and even the folk medium, there has been little systematic documentation of the results of these practices and/or experiments. There was, therefore, an urgent need for such information collection and the dissemination of the findings of well-executed research to enable the countries of the region to take advantages (and to avoid pitfalls) of experiences of other nations. The Seminar strongly recommended a series of monographs on the experiences of each participating country in its historical perspective to be prepared at the national level by individuals and by institutions already actively engaged in the study of Communication and its Implications for Society

In the light of the discussions a need was felt by the participants that a National Level Communication Policy (covering print, electronic and other media) should be evolved to ensure most effective economic and culturally acceptable utilization of communication technology and resources for socio-economic and cultural development of the peoples of the region, taking into consideration,

linguistic, cultural and social ethos.

- 3 Particular concern was expressed at the growing danger of communication technology leading to a situation where the masses remain merely passive receivers of messages. The need was, therefore, expressed to develop communication systems which would enable interactive and participative communication at low cost. The Key-Note paper had already drawn the attention of the participants to this grave issue by saying "The software may also be unrelated to their (masses) needs, if that happens adoption of communication technology will create yet another class, small in size, but most powerful in influence"
- 4 Past experiences of communication researchers into various mass media showed that "Western Models of Communication Research" do not always provide meaningful answers to communication questions in the South Asian Countries. Several studies presented in the Seminar indicated this view. Therefore, participants pleaded for the development of indigenous models of Communication Research. Holistic and in-depth approaches were suggested for developing such models. Further, it was suggested to evolve methods and techniques should be useful to the countries of the Sub-region
- 5 Owing to the tremendous demand for and use of Video Technology within the region, concern was expressed at the nature and pattern of the cultural influences across national boundaries. The Seminar, therefore, felt it imperative that studies should be undertaken without delay on the influence and impact of VCR in the South Asian

region to pinpoint major social and cultural, implications of this new technology

- 6 In the wake of the communication revolution it was strongly felt that the role of books and other printed media must not be lost sight of. Therefore, re-emphasis on all aspects of such older media development should form an important component of National Communication strategies.
- 7 New demands have been made by communication technologies on media practitioners. There is a shortage of trained manpower in the areas of software and related technologies. Therefore, there was general support for the creation and development of many more centres for training, re-training and reduction of training materials
- 8 It was felt that both the media practitioners and media users are of equally great importance in any interactive communication strategy for development. Hence, serious training effort should be made for education of mass media recipients and users in order to achieve developmental goals. The specific target groups such as youths, women and disadvantaged groups should be given special attention. Well designed and tested training packages should be prepared to encourage these groups for active participation in the process of development. Exchange of visits of communication specialists to the important experimental centres in the Third World countries should be further encouraged by the agencies such as UNESCO. Such an effort will help deeper understanding and meaningful applications of nation-spe-

cific experiments in other countries.

9. Most of the communication training efforts which so far confined to provide skills which show "How to do it"? As the proclaimed aim of use of communication technology in the region is to bring about social changes, training efforts should have components to help practitioners understand the society and to help evaluate media inputs in terms of audience needs. Therefore, it was suggested that new training should embrace all three dimensions of production, evaluation and social context be evolved
- 10 For more meaningful interaction and effective coordination among all communication specialists involved with the media including researchers, policy-makers, technologists, and others in the South Asian region, efforts may be made to form an association of professionals and institutions engaged in this area. The association may be called The South Asian Communication Association (SACA)
- 11 Efforts may also be made by universities and postgraduate institutions to develop communication as an empirical discipline, in which humanities and social sciences can contribute to the sharpening of fundamental concepts. Such enquiry will not only (i) contribute to the quality of application to specific communication problems, but (ii) it can also lead to greater awareness of the potential inherent in the humanities, science and technology, and (iii) also to narrowing the gap between humanistic and scientific approaches to culture which may provide inputs for the multifarious decisions making processes in the realm of culture. □

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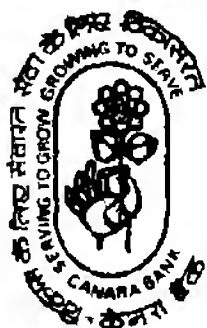
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Gujarat Vidyapith's Seminar on Global Horizons of Education

A four-day seminar was held some time ago at Gujarat Vidyapith on "Global Horizons of Education". The Seminar discussed aims, curricula, structural arrangements and preparation of educational personnel at all levels in the context of global perspectives with a view to widening the horizons of all those who participate in the educational process through formal and non-formal avenues. The participants of the seminar came from 17 institutions of India and USA including 13 Universities of India and a few voluntary associations like All India Women's Conference, Experiment in International Living, Institute of Youth Affairs, Friends World College.

The participants noted that most of the countries faced problems of disfunctional, rigid and irrelevant educational systems leading to a world-wide crisis in Education. The crisis is mainly due to heavy centralization in institutions of state as well as corporations. The educational system needed restructuring to be free from centralization and to move towards greater local initiatives. The system, it was noted, needed development of capability to energise the community to foster self-rule with increasing participation of the community and the people. It was further noted that preparation of a rational and responsible human-being with social commitment should be the vital task before the educational system. This is lacking. Lack of adequate and appropriate communication within the society and between the members of the global society was a factor which hampered the development of social dimensions in tune with local realities. Crucial factors like problems connected with nuclear arms race, energy crisis, environment hazards and socio-economic disparities was not being reckoned with by the prevalent educational system.

Taking into consideration these disturbing features of the educational systems in the developed as well as developing countries, the Seminar felt

- (A) It was necessary to review the aims and objectives of education in the context of global education. The educational aims should reflect a global understanding among people with regard to the social-cultural, economic and political situations prevailing in the various countries of the world to enable them to realise their creative potential and to help them to develop it on the widest scale. The educational process should aim at inculcating values to help people continuously enlarge their horizons of understanding with a view to sustaining these without being lapsed into narrow chauvinism and any type of narrow mindedness. The educational process should further aim at enabling individual as well as groups to rise about petty things and view all problems in a world perspective. The educational system should motivate the whole community for a programme of life-long education and the community should develop a stake in the educational system. It should focus on developing initiative, self-reliance and co-operation. Gandhiji's contribution in this direction should be specially understood, so that all educational endeavours attempt to harmonise the ingredients — community life, community service, community productive work with book learning. A 'bread-labour' i.e. socially useful productive work should be an imperative ingredient in any scheme of education.
- (B) In order to achieve the aims and objectives of education, the existing curricula at various stages needed a close

probe. Amongst other things, the curricula should include study of different cultures, religions, socio-economic problems, historical developments and geographical situations of different countries of the world, study of global issues and problems and their alternate solutions as for example, nuclear arms race and peace, human rights, non-violence, energy, population, ecology, illiteracy, and issues like drop-out, universalization of primary education, etc. fundamental global values like co-operation and peace, inter-dependence and world consciousness, work-oriented educational programmes linked with community service and community living. Creative programmes like arts including performing arts should find greater place in all the learning process particularly in child education where the foundations of global awareness and world consciousness are laid, the curricular activities should be made more creative and constructive in terms of human values.

- (C) The instructional organisation and the administrative structure should be such as would facilitate flexibility in the curricular programme and curricular activities. The educational administrative structure should be flexible, participative in nature, and geared to provide proper responses to the felt need of the learners. The administrative structure should consider education for life as the focal point and should attempt at developing alternative educational systems giving a fair trial to the existing alternative of non-formal education.
- (D) It is time that the community redefines the word 'teacher'. In order to meet the challenges of the global perspective of education, any person in the community with a reasonable level of knowledge and skill in his profession and an interest in the development of a child would be considered a teacher and not merely

the person with a university degree and a training qualification. In other words, experienced farmers, the village craftsmen, and such others would be drawn into the educational system for the development of the children like formal teachers. Community resources—physical as well as human—will be geared to the requirements of teaching-learning process. Again, education of the children will be accomplished through a large body of educational personnel like the teachers, teacher-aids, guidance workers, reading specialists, experts in developing written expression, educational technologists, inservice education workers, social workers, etc. The training of all these personnel would concentrate not merely on the development of knowledge and skill but also development of proper attitudes, so necessary to develop world consciousness.

The seminar was of the opinion that to bring about change in the educational system was a process demanding patience and perseverance. The seminar noted that bringing about change in human-beings required sustained efforts and continuous work. Till the educational system was formally changed the seminar thought of certain action programmes which could be launched even in the existing set up. Some of these action programmes suggested by the Seminar were

- (1) Opening up the school system to make it more flexible and change-prone
- (2) Organising world education clubs along with Unesco clubs, etc and organising debates, group discussions, seminars at school levels and inter-school levels as well as at Community Centres
- (3) Encourage exchange of teachers, students to promote sharing of experiences
- (4) Integrate off-campus internships into college and univer-

college credit for such experiences

- (5) Using community resources to vitalise learning programmes, linking socially useful productive work programmes to programmes of community development going on in the neighbourhoods
- (6) Highlighting curriculum features promoting global consciousness through Newsletter of the Association for World Education as well as through articles published in other journals with similar objectives
- (7) Cooperating with existing organisations like Experiment In International Living, UN Associations, etc and setting up similar programmes within the country
- (8) Expand the network of world education fellowship

In substance, the Seminar felt that development of a harmonious outlook linking local with global perspectives is now imperative to arouse world-consciousness through promotion of these ideas and actions at local values

To this end, Association for World Education should promote world-education forums in all sectors of our educational life and cooperate with UN University, UN Peace University, ECOSOC, UNESCO, etc. It should also collaborate with a number of Non-Government Organisations working towards the same goal. The role of rural and developing societies is particularly vital in this sphere.

BHU organises seminar on training for university teachers

The Vice-Chancellor of the Banaras Hindu University, Prof Iqbal Narain, has stressed for a radical look at the education system and appealed to the teaching community to make their little contribution individually in the nation building process.

He said extension education

system apart from teaching and research. Therefore, he emphasised, 'Interventionist Action Oriented Research'.

Prof Iqbal Narain was inaugurating the "National Seminar on Preservice and Inservice Training of University and College Teachers" in the Faculty of Education, BHU. The two-day Seminar was sponsored by the National Commission on Teachers II, appointed by the Government of India. Prof Iqbal Narain is a member of the Commission.

He described the theme of the Seminar as "Critical in Nation Building Process" and added "Institution of two Commission as historical importance in India". For the first time, two commissions were reviewing the state of education and teaching from the primary level of education to the higher education stage, taking account of all the institutional infrastructure, he informed. He also pointed out that unlike the earlier reports, the commission will focus their attention on the status of the teachers.

Advocating for a change of the earlier concept of teachers, he emphasised for treating them as "Professionals". Only then question of Pre-service and In-service training arises, he said.

Emphasizing the need of Pre-service and In-service training of the teachers, he stressed for the reviewing the present syllabi of the B Ed & M Ed courses qualitatively. According to Prof Narain, when we are talking about Pre-service training we must ponder over the merger of the class room with the 'work room' as well. In-service training is also a 'part and parcel of the continuing education' which should include Methodology of research, study and techniques.

Prof B M Shukla, Vice-Chancellor of the Gorakhpur University in his presidential remarks made a strong plea to the Seminar to "re-emphasise the role of the teachers". He said, teachers in the slave India had got greater

He hoped that recommendations of the Commission will be implemented by the Government because time has already run-out

Joint Secretary of the Commission, Prof R P Singh informed the activities of the Commissions and underlined the importance of recommendations to be made by the Seminar

In the first session of the Seminar Prof B B Dhar presented the theme paper entitled Inservice training for teachers of higher Education—A view point for the discussion

Examination reforms at Saurashtra University

From the examinations of 1984, the Syndicate of this University has adopted a scheme according to which for all the examinations in the faculty of Arts, Science, Commerce, Education, Law, except post-graduate examinations, there will be two Boards of paper setters which will set different sets of question papers. In the faculties of Home Science, Medicine and Engineering the same Board of paper setters in each examination will set two sets of question papers. Out of the two sets of question papers set, the Vice-Chancellor will decide as to which question paper of which set should be printed for the examination

The University has started the system of centralised collection of answer books from all the examination centres except the examination centres under the faculties of Medicine, Engineering and Rural Studies. The answer books are collected at one place everyday on the days of the examinations. Each centre has been instructed to send everyday answer books collected at the centre for the respective examination. This has avoided the sending of the names of the examiners to the different centres. It has also avoided the late despatch of the answer books by the different centres to the examiners

After the answer books are centrally collected by the University the despatch of answer

books also is done at a centralised place. The distribution of answer books for evaluation has to be sent to this centre and the answer books are despatched to the various examiners by this centre

A senior responsible academician of the rank of a Principal or a Professor is put incharge of the organisation of work at the centralised despatch centre

Both the centralised collection centre and the centralised despatch centre are fixed at different places and separate senior responsible persons are put incharge

The University has also adopted the centralised evaluation system for the final B A B Sc, B Com examinations. A senior responsible academician of the rank of a Principal or a Professor is entrusted with the organisation work at this centre. The Chairmen of the Boards of Examiners and all examiners are requested to come to the centre and stay there for the number of days for which the evaluation continues. For their stay, the centre provides lodging & boarding facilities. Each Chairman of the Board of examiners decides the distribution of answer books to the different examiners. The Centre Incharge has been instructed to stick slips on the seat numbers on each answer book so that the examiner is not able to decipher the seat number of the candidate. After the evaluation is made by the examiners and the moderation is done by the moderators, the answer books alongwith the mark lists are handed over to the centre incharge. The Centre prepares the result of the candidates and submits the same to the University

Punjabi Varsity lectures for national integration

Three lectures which were delivered by eminent scholars for promotion of national integration, world peace and understanding organized by the Department of Guru Granth Sahib Studies of the Punjabi University

on Dec 16, 19 and 31 were presided over by Dr S S Johl, Vice-Chancellor

Prof Gulwant Singh in his inaugural lecture "Message of Gita" remarked that Gita provided a universal thought and therefore, it did not belong to any particular religion or area

Gyani Lal Singh, former Chairman of Punjab Public Service Commission in his lecture on "Human Values in Gurbani" remarked that Guru Granth Sahib contained 'bani' of saints from different parts of the country and their languages and dialect were maintained and kept intact since centuries

The third lecture was delivered by Mr Bhagwant Singh Sidhu, Advocate General, Punjab, on "The spirit of the Sikhism" in which he pleaded for universal brotherhood and love for the humanity

Seminar on British Drama

M S P Mandal's Shri Shivaji College of Arts Science & Commerce, Parbhani conducted a two-day Seminar on British Drama on 17-18 December 1983 under the aegis of the College of Humanities and Social Sciences Improvement Programme. The seminar was inaugurated by Dr V R N Prasad, Reader, Department of English, Marathwada University, Aurangabad. The seminar was attended by 20 lecturers from the adjoining colleges. Papers were presented on different dramas and were discussed at length

The seminar was organised by the Department of English with Shri A S Ratnam, Head of the English Department as the convener

New courses and college affiliation

A meeting of the Academic Council of the Punjabi University, Patiala was held at the Senate Hall on Dec 31 under the chairmanship of Dr S S Juhl, Vice-Chancellor. The Council took a strong exception to the consistent violation of the University rules by the governing bodies of some of the non-government colleges affiliated to the Punjabi University.

The Council, while considering the periodical inspection reports of about 30 non-government colleges resolved to deal strongly with the 'unapproved principals and lecturers' working in these colleges. The consistent violations of the University norms by these colleges may lead to their disaffiliation.

Earlier Justice S S Sarkaria, a former Judge of Supreme Court of India, Dr R S Sandhur Professor & Head, Department of Biology, Guru Nanak Dev University Amritsar, Dr D S Sidhu Professor & Head, Economics Department Punjab Agricultural University Ludhiana and Dr D C Saxena Reader, Department of English Panjab University Chandigarh were co-opted as members of the Academic Council.

The Council also decided to start M A in Psychology, M A in Journalism and Mass Communication a two-year Pre-Law course and M Phil in Philosophy.

The Council recommended to relax the conditions for the candidates seeking admission to the post-graduate classes through correspondence courses. Now a candidate declared pass or given re-appear will be eligible for doing such courses. Earlier a candidate was required to score at least 45% marks at graduate level. The council also recommended to start M Ed through correspondence courses.

The Council decided to grant a five days special leave to the office-bearers of Panjab and Chandigarh College Teachers'

The Council recommended to award a detail transcript which will separately include the marks scored in theory, practicals and internal assessment instead of the Detailed Marks Certificate.

The Council decided to relax the conditions for the improvement of division or marks. Now a candidate will have the option to appear even in one paper against the previous practice where a candidate was required to appear in at least 50% of the total papers.

The Council also decided to strengthen the postgraduate and research studies at the University Campus. It also decided to bifurcate the existing department of Mathematics and Statistics into two.

B A (Honours school) Courses, except in Punjabi will be discontinued.

Kakatiya Varsity's evening college

About 50 volunteers of the University Evening College of Kakatiya University participated in a ten-day NSS Special Camp held from November 27 to December 6 at Laibarthi village of Wardhannapet taluq in Warangal district, about 35 kilometers from the Kakatiya University campus.

They removed sand spread over three acres of wet land accumulated as a result of the recent floods that hit the State of Andhra Pradesh.

Prof T Vasudev, Vice-Chancellor of the Kakatiya University was the chief guest at the valedictory function.

Foundation courses lectures at Karnatak Varsity

Under the Foundation Courses Lectures Series, Dr C V Seshadri, Director, Shri A M Murugappa Chettiar Research Centre, Photosynthesis and Energy Division, Madras, delivered two lectures on 'Development, Energy and Food' on 8th and 9th December, 1983 at the Karnatak Varsity. Dr D M Nanjundappa, Vice-Chancellor, presided.

In his first lecture, Dr Seshadri

country, technology was often considered an end in itself and, that it was only a tool, was rarely remembered. Distinguishing self-sufficiency from self-reliance, he defined self-reliance as the ability to meet basic needs locally, "our aim should be to develop our villages to become self-reliant in this sense. Our scientists will have to contribute seriously in this regard if the country is to develop really" he stated.

Dr Seshadri, in his second lecture, emphasised the need for holism in planning, meaning thereby a proper perspective of the needs of the people and need for priorities. Citing the example of potters—almost 13 lakhs of them under-employed—he said how, without asking them to learn new techniques, their traditional craft of making pots could be utilized in buildings result of a free innovation by the scientists of the Murugappa Chettiar Centre.

Dr Seshadri projected a number of slides of the work done by him and his team in South Indian villages and brought home vividly how, if proper priorities are sincerely visualised, science can do its utmost to convert this country into a truly self-reliant one.

Schools of excellence at Bharathidasan Varsity

The Planning Board of the Bharathidasan University has approved the proposal to establish twelve Schools of Excellence in the University during the next ten years.

Each School, co-sponsored by user-agencies, will have complete autonomy, academic and financial.

The first School of Excellence is the Bharathidasan Institute of Management, sponsored by BHEL. Dr C Subramaniam, former Union Minister, is the Chairman, Board of Governors of this School.

Hon'ble Thiru Rajaram, Speaker, Tamil Nadu Legislative Assembly has consented to be the Chairman, Board of Governors of the second School, viz School of Linguistics and Literary Studies. The School is to be at

lished in collaboration with the Tamil University, Thanjavur

Thiru R V Subramaniam, I A S (Retd), former Secretary, Ministry of Energy, Govt of India, has consented to be the Chairman of the School of Energy

Jakhar visits Kangri village

Shri Balram Jakhar, Speaker, Lok Sabha, recently visited Kangri—the mother village of Gurukula Kangri Vishwavidyalaya and its old building there. Dr J S Sengar, Registrar in his welcome address gave a brief history of the village. The Speaker called upon the villagers and Vishwavidyalaya NSS students who were camping there to do hard work. He was taken round the village by Shri G B K Hooja, the Vice-Chancellor. While on the round, Dr V Shanker Director and Dr K S Bhinder, Executive Director of the Kangri Village Development Project explained to Shri Jakhar the quantum of development that has taken place in the village since 1981, when the Vishwavidyalaya started the project under the guidance of the Vice-Chancellor. The Govt authorities of district Bijnor and State Bank of India Jwalapur have been playing a significant role in the development tasks. Shri Jakhar was happy to note the progress and advised the villagers to take to various development schemes. He further told them to go in for Gobar Gas Plants so as to reduce pressure on forests for fuel wood which was very necessary for maintaining a healthy environ-

Sukhadia University News

The University of Udaipur which has been newly named as 'Sukhadia University', has introduced important changes in the structure of the University by de-affiliating the local colleges at Udaipur, which were not constituent colleges. The University now comprises all the Departments of Agriculture, School of Basic Sciences and Humanities, College of Law

Two academic councils have been established, one for Agriculture wing and the other for non-agricultural wing. The Board of Control (Senate) has been abolished and a new Board of Management (Syndicate) has been constituted instead of the previous Executive Committee.

The semester system of examination has been replaced by the traditional system in undergraduate classes of Agricultural wing.

The Govt of Rajasthan, through an ordinance has taken *inter alia* the following decisions for all the three Universities in the State:

(1) Teachers who have completed 18 years of service as Asstt Professor or 12 years as Associate Professor will become eligible for ex-cadre promotions.

(2) 28% teaching posts have been reserved for SC/ST candidates and 3% for the disabled.

The School of Basic Sciences & Humanities, was divided in three

faculties,—Faculty of Science, Faculty of Humanities, and Faculty of Commerce.

Rajasthan College of Agriculture has started an Opium Research Project on medicinal and Aromatic plants with the help of ICAR.

Maharshi Dayanand University's Library

The Maharshi Dayanand University has built up a massive library of 1.25 lac volumes over the years at an expense of Rs 1.20 crores. The total number of back volumes and bound journals in the library is approximately 13293. The library subscribes around 836 current journals. The Book Bank possesses 2483 books with a view to help the poor deserving students. The text-books are issued to the students by the Book Bank for the entire academic year on loan basis. The classification of books to various departments is: Mathematics 5260, Physics 4044, Chemistry 4994, Economics 7698, Political Science 9967, English literature/Linguistics.

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Rs 23 00 lakhs have been set aside for the purchase of books and journals for the current session. The books are purchased through the university Bookshop at the dealer's rate of discount which are made available to the affiliated colleges also. The library also provides for photocopier and reprographic services to teachers, research scholars, university offices and students.

A proper library building remains an immediate need. The total budget of the university, however, provides for Rs 1 00 crore for the construction of the library over a period of two years.

Phased take-over of Engg seats in Karnataka

The State Government of Karnataka, it is reported, has taken a decision to take away all the seats in private engineering colleges in a phased manner of 20 per cent of seats a year.

The State Education Minister said, managements of some private colleges went to the court when the Government last year took over 20 per cent of seats but it was settled out of court. This year also another 20 per cent would be taken over by the Government, he said.

Planning Boards in Varsities

As per the directions of the University Grants Commission, Planning Boards would be set up for all the universities in Karnataka. There was a Planning Board for the Karnatak University with a representative of the UGC on the Board. Such boards were existing in Madras and Bombay Universities.

Rs. 12 crores for varsities to buy books for libraries

The University Grants Commission (UGC) has released Rs 12 crores to various universities to enable them to purchase books for their libraries at the sixth New Delhi World Book Fair, scheduled to open on February 3.

This was announced recently by Dr (Mrs) Madhuri Shah, UGC Chairman in her inaugural speech at the launching of the "national book week", organised by the National Book Trust. Dr Shah said that normally these grants were released to the universities much later but this year an exception had been made and the grants released early so that universities could buy books at the fair.

University of Fine Arts in Karnataka

The Karnataka Government is examining a proposal for setting up a University of Fine Arts at Belur in Hassan district next year, it is reported.

The university would start functioning after clearance from the Centre. The Government would also write to Unesco for assistance and cooperation, it is stated.

Options Law Course

A choice between a professional course and an academic course will become available after the new five-year integrated scheme of professional legal education is inaugurated all over the country.

While the professional course will entitle students to become eligible to practise as lawyers, the academic course will only help them secure jobs as assistants to advocates and in legal departments.

This dual system will emerge because the Bar Council of India has announced that only day colleges which teach for a minimum of five and a half hours per day will be recognised by it. The degrees awarded by evening, morning or correspondence colleges will only have academic value.

Library funds can be used for buying xerox

Funds released by the University Grants Commission for libraries can now be utilised for the purchase of xerox duplicating machines.

This was recently announced by the UGC Chairman, Dr (Mrs) Madhuri Shah at a National Book Trust function.

Dr (Mrs) Shah said this provision was being made to 'save' valuable books going back to the shelves after important pages in them removed.

By providing a copying machine it would be possible for students to make a small payment and get photocopies of these pages. This saves time for the students and also saves costly reference books for the library.

Dr (Mrs) Shah said this was tried in 20 libraries and the tearing rate of books came down in these libraries.

UGC funds to Mysore Varsity library

The University Grants Commission has sanctioned Rs 16 lakhs to the Mysore University Library during the sixth plan as against an outlay of Rs 28 lakhs during the fifth plan.

It is opined that the University will have to shoulder the additional burden from its own resources.

Gujarat Philosophy Association meets

As a part of the Silver Jubilee Celebrations of the Nalini-Arvind & T V Patel Arts College, Vallabh Vidyanagar, the 4th session of the Gujarat Philosophy Association was hosted by it recently. About sixty five college and University teachers and post-graduate students from Gujarat participated in it. The conference was inaugurated by Dr B J Sandesara and presided over by Dr A G Javadekar. Shri H M Patel was the Chief Guest at the inaugural session. Papers on Metaphysics, Epistemology, Ethics and Logic were read and discussed. A symposium on 'Social Justice' was also held.

News from Agril. Varsities

APAU releases three new rice varieties

The Andhra Pradesh Agricultural University (APAU) has released three new varieties of rice namely, MVU 4870, MTU 4239 and MTU 5293 which are high yielding but resistant to brown plant hopper (BHP) in the field when other varieties succumbed to the pest.

MTU 5293 has long slender grain, while MTU 4239 and MVU 4870 are of medium slender grain. These cultures found favour with cultivators because of grain quality coupled with resistance to the pest and are becoming very popular and widespread in the entire State.

By intensive research work, the breeders, at the agricultural research station, Maruteru have developed these varieties which have been released for minikit trials. They have a duration of 145 to 160 days from seed to seed, and are also suitable for cultivation in kharif season specifically in Godavari and Krishna deltas.

The average yield is recorded at 4.5 tonnes per hectare.

New jowar variety SPV-504 released

A new variety of Jowar SPV-504 (RSV 9 R) developed by the Mahatma Phule Agricultural University has been released for rabi cultivation recently. This was the result of the efforts made in the All India Coordinated Research Project on Jowar at Rahuri to evolve high yielding varieties since 1977. Constant trials for about 4 years at national level proved the variety SPV-504 to be the best one. In a national workshop of jowar scientists held at Hissar, SPV-504 was released for rabi cultivation. The joint AGRESCO Committee of the four Agricultural Universities in Maharashtra also recommended it for cultivation. SPV-

504 yields 31 and 13 percent more over Maldandi and SPV-86 varieties respectively. The advantage of this variety is that the fodder yield is equal to Maldandi and 14 percent more than SPV-86. The grains are bold with yellowish colour and yields 24 to 25 quintals/ha as a dry crop. In irrigated condition with medium to heavy soils it yields 50-60 q/ha.

Farming system research project sanctioned to JNKVV

The Government of Madhya Pradesh has recently sanctioned to the Jawaharlal Nehru Krishi Vishwa Vidyalaya a research project on farming system under irrigated conditions to establish four research units around Raipur and Bilaspur. The objective of the project is to develop farming systems for most efficient use of irrigation water in the command areas. The duration of the project is 5 years and a grant of sum of Rs 110.76 lakhs has been sanctioned for the purpose.

Training course in use of electric farm equipment

From March 5 to 9, 1984, the College of Agricultural Engineering of the Punjab Agricultural University is organising a 5-day free practical training course in safe operation, maintenance and repair of electric motors and allied equipment, used on the farms.

Young Matriculates with five years experience are eligible for this training. They are directed to apply with full particulars to the Dean of the College by February, 15.

Canadian diplomat visits PAU

Mrs. Jenice L. Sutton, a Counsellor in the Canadian High Commission at New Delhi visited the Punjab Agricultural University recently. Mrs. Sutton, who is also a reporter on economic affairs of India in the Canadian High Commission had a meeting with Dr. Sukhdev Singh, Vice-Chancellor of the University and later visited the Departments of Economics & Sociology, Plant Breeding and Horticulture.

AIU News

Bombay to organise Vizzy Trophy tournament

Vizzy Trophy Cricket Tournament is an annual feature organised jointly by the Board of Control for Cricket in India and the Association of Indian Universities. The Vizzy Trophy is presented to the winners of the Inter-Zonal Universities Tournament. The trophy has been instituted by the Board of Control for Cricket in India to commemorate the memory of Late Dr. Vijay Anand, Maharajakumar of Vizianagaram, popularly known as 'Vizzy'.

For the conduct of this tournament, BCCI has formed a Com-

mittee known as Vizzy Trophy Committee, which includes officials from the BCCI as well as the AIU. Universities in India are divided into four Zones, namely, North, East, South and West for Vizzy Trophy, which play the Inter-University Tournament at one of the centres in each Zone. Performance in the Inter-University Cricket Tournament forms the basis of selection of each Zonal team for the Vizzy Trophy.

This year, the Vizzy Trophy Cricket Tournament is being organised at Bombay University from 3rd to 12th February, 1984.

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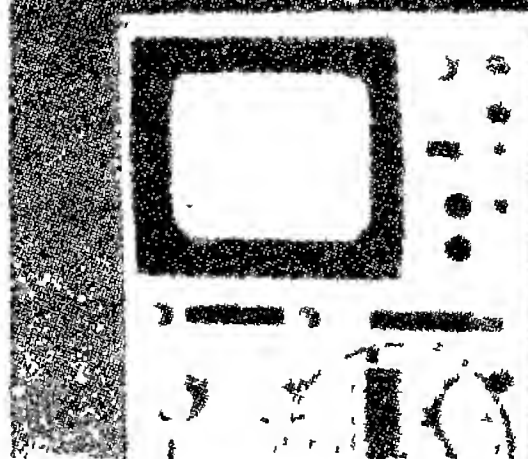
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The Himalayas-Mountains & Men presents some of the earthly solutions of resource management and eco-development. The book contains findings based on empirical studies of multidisciplinary scientists, practitioners and planners. Chapter themes range from Engineered environment to Wilderness, Farm to Forests, Pilgrimages to Tourism and Gardens to Greens. Experiences of Japan, Chile, USA, UK, Canada have been incorporated besides Himalayan experiences from different regions. Some interesting experiences from peninsular India add value to the work. The book will be useful to researchers in Geography, Geology, Botany, Zoology, Ecology, Sociology, Anthropology and Economics besides interests in Wildlife Parks and Tourism. It can serve as a handbook to many eco-development schemes in the Himalayan Universities and elsewhere.

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4 INDIA'S DEVELOPING VILLAGES

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The book makes a comprehensive and critical survey of Rural Development Programme going on in the Indian villages today. The whole programme is conveniently discussed under seven major heads, viz (1) History of Rural Development, (2) Programmes of Agricultural Development, (3) Rural Workers and Industries, (4) Rural Institutions, (5) Welfare Services, (6) Rural Reconstruction and Planning, and (7) Appraisal of Development Programmes.

PP 608
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by Dr P N Sharma & C Shastri

This publication is an attempt in the direction of concretising the concepts, techniques and practices with a proper blending of theoretical overview and practical and operational aspects of social planning. The book deals with spatial and aspatial aspects of plan formulation such as identification of problem stress areas, determination of relevant values, goals, objectives, targets, organisational linkages etc. Relatively less explored areas viz participatory planning, communication, improving capabilities of development, management and monitoring and evaluation systems to measure output/outcome of social development have been brought into sharp focus.

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UNIVERSITY OF DELHI

Advertisement No Estab IV/85/84

Dated 19-1-84

Application on prescribed form are invited for the following posts —

Department	Designation
1 Education	Two Readers
2 Computer Science	Two Readers
3 Psychology	One Reader
4 Economics	(i) One Professor (ii) Two Readers (iii) One Research Associate
5 Botany	(i) Two Professors (One in the field of Cytogenetics/Ultrastructure) (ii) Three Readers
6 History	(i) One Professor (ii) Four Readers (2 for South Campus)
7 Mathematics	(i) One Professor (ii) Three Readers (One for South Campus)
8 Mathematical Statistics	One Professor
9 Philosophy	One Reader (For South Campus)
10 Zoology	Three Professors
11 Linguistics	One Reader
12 Faculty of Science	One Reader in History of Science and Scientific Methods
13 Commerce	One Reader (Marketing)
14 Hindi	One Reader
15 Faculty of Law	
Campus Law Centre	One Professor
Law Centre-I	One Reader

The Scale of the pay of the posts are

Professor Rs 1500-60-1800-100-2000-125/2-2500

Reader Rs 1200-50-1300-60-1900

Research Associate Consolidated monthly emoluments as under —

A—Rs 1,100/- p.m (Fixed)

B—Rs 1,300/- p.m (Fixed)

C—Rs 1,500/- p.m (Fixed)

(On the recommendation of the Selection Committee)

All posts, except that of Research Associate, carry D.A., C.C.A. and H.R.A. as admissible under the rules in force in the University from time to time

Essential Qualifications for Professorships

An eminent scholar with published work of high quality actively engaged in Research Ten years' experience of teaching and or research Experience of guiding research at doctoral level

OR

An outstanding scholar with established reputation who has made significant contribution to knowledge

Readership

Good academic record with at least second class Master's degree in a relevant subject with a doctoral degree or equivalent published work Evidence of being actively engaged in (i) Research, or (ii) innovation in teaching methods or (iii) production of teaching materials

Five years' experience of teaching in under-graduate post-graduate classes and/or post-doctoral research work with evidence of published work

Note Second Class would mean at least 50% marks in the subject or equivalent grade

Research Associate

Consistently good academic record with first or high second class (B-) Master's Degree or an equivalent degree of a foreign University in the subject concerned

Note Initial appointment will be for a tenure period of three years extendable by another two years only In no case the tenure will extend beyond 5 years in all

Special/Desirable Qualifications

Readership in Education

In any of the following

- (i) Science Education
- (ii) Educational Administration
- (iii) Teacher Education

Readership in Psychology Specialisation

Industrial Psychology or Clinical Psychology

Desirable qualifications for Industrial Psychology

Advance Practical Training in Industrial Organization

Desirable qualifications for Clinical Psychology

DM&SP or its equivalent or at least two years Hospital experience/training or degree in Medical field such as MBBS or MD in Psychiatry

Readership in Economics (For one post) Economic Theory

Readership in Botany

1st Post Specialization in Plant Anatomy / Genetics / Microbiology / Cell Biology in the order of priority

2nd Post Specialization in Plant Morphogenesis with the desirable qualifications as Experience in Tissue or Protoplast Culture

3rd Post Specialization in Cytogenetics or Microbiology or Plant Pathology

Professor in History

Medieval Indian History

Readership in History

1st Post (for South Delhi Campus) Modern Indian History with ability to teach and guide research in Western History

2nd Post (for South Delhi Campus) Medieval Indian History with knowledge of Persian

3rd Post British West European History with knowledge of at least one West European Language other than English

4th Post Russian/East European History with the knowledge of either Russian or at least one East European language

Readership in Mathematics

1st Post (for South Delhi Campus) Fluid Mechanics or Differential Equations

2nd Post Algebraic Geometry Algebraic Topology/Commutative Algebra

3rd Post Fluid Dynamics Differential Equations

Readership in Philosophy (South Campus) Specialization in Indian Logic & Epistemology together with sound knowledge of original Sanskrit texts will be preferred

Professorships in Zoology

Specialization in any of the following areas

- 1 Endocrinology
- 2 Fisheries Biology
- 3 Developmental Biology
- 4 Neurobiology
- 5 Genetics
- 6 Ecology

Readership in Linguistics

Experimental Phonetics (Knowledge of Speech Synthesis/Speech Therapy)

OR

Specialization in either Psycholinguistics (uptodate knowledge of transformational Generative Grammar)

OR

Historical Linguistics (Specialization preferably in non-Indo Aryan languages)

OR

Lexicography and Lexicology (Specialization in field Semantics and Generative Grammar)

The prescribed application form can be had from the Information Section of the University either personally or by sending a self addressed envelope (size 13 cm x 28cm) with postage stamps worth Rs 3.45 P

The candidates will have to produce the original documents relating to their age qualifications, experience etc at the time of interview

Applications (separate for each post) accompanied by attested copies of Degrees, other certificates, marksheets, published research articles, etc should be addressed to the Registrar. The last date prescribed for receipt of the application is 18-2-1984

Note

- 1 It will be open to the University to consider the names of suitable candidates for teaching posts who may not have applied. Relaxation of any of the qualifications may be made in exceptional cases in respect of all teaching posts on the recommendations of the Selection Committee.
- 2 Canvassing in any form by or on behalf of the candidates will disqualify.
- 3 Candidates from outside Delhi for teaching posts only, called for interview will be paid to and fro single second class rail fare.
- 4 The University reserves the right not to fill up any of the vacancies advertised if the circumstances so warrant.

Madan Mohan
REGISTRAR

THE UNIVERSITY OF KASHMIR SRINAGAR

No 1 10 (App-Gen) Ku 83

Dated 21-1-1984

NOTICE

The last date for receipt of applications for various teaching posts advertised vide this office notice of even number dated 14-12-1983 and published in University News, Vol XXII No 1 January 1 1984 is extended upto and including 29-2-1984

Pierzada Ghulam Hassan
Special Officer (Admin)

PANJAB UNIVERSITY

(Advertisement No 1,84)

Applications are invited for the following posts so as to reach the Registrar Panjab University Chandigarh along with postal orders of Rs 10/- by 17-2-1984. Fourteen days extra time is permissible to persons who have to submit their applications from abroad.

1 Readers (Rs 1200-50-1300-60 1900) Library Science-1 Sanskrit-2 (Teaching-1 Research-1) (VVBIS & IS, Hoshiarpur), Department of Sanskrit-2, Commerce-1 (Directorate of Correspondence Courses), Centre for Computer Science & Applications-1

2 Lecturers (Rs 700-40-1100-50-1600) Mathematics-2, Sanskrit (Teaching-1 temporary-leave vacancy VVBIS & IS, Hoshiarpur) Public Administration-1, English-1 (P U Evening College), Sociology-1 (Directorate of

Correspondence Courses, Panjab University), Statistics-3 (temporary, but likely to be permanent-2, temporary leave vacancy-1), Law-1, Centre for Computer Science & Applications-2

3 Research Fellows (Rs 700/-p m fixed), with an annual contingent grant of Rs 2000/- Mathematics-1 Statistics-1

4 Research Scholars (Rs 600/-p m fixed), with an annual contingent grant of Rs 2000/-

Mathematics-2, Psychology-1

5 Junior Research Fellows 4 (Rs 600/-p m fixed), with an annual contingent grant of Rs 3000/- (Centre for Advanced Study in Mathematics)

6 Research Assistants (Rs 550-20-650-25-750) Statistics-1, Economics-1

7 Instructors (Rs 550-20-650-25-750) Statistics-1

8 Senior Research Fellows Chemical Engineering & Technology-5 (Rs 800/-p m fixed) with an annual contingent grant of Rs 3000/-

10% of the Scholarships/Fellowships will be reserved for Scheduled Castes and Scheduled Tribes candidates provided they fulfil the minimum qualifications laid down for the award of such Scholarships/Fellowships. In case qualified candidates are not available the reserved Scholarships/Fellowships will be treated as unreserved. The candidates whose results for the qualifying examinations are not declared by the closing date, may also apply. They shall intimate their results (if otherwise eligible) to the concerned Departments before the date fixed for selection.

Candidates for the posts of Readers who do not possess a doctoral degree are required to submit 10 typed/cyclostyled copies of brief resume of their published work. 15% posts of Lecturers will be reserved for the members of the Scheduled Castes and 2% for the members of the Scheduled Tribes, but these will be filled up by others if no suitable Scheduled Castes Scheduled Tribes applicant is available.

Applications for the posts of Lecturers in various subjects received earlier in response to Advt No 583 & 9/83 will be considered valid and entertained if the applicant is found qualified according to the revised qualifications as per detailed qualifications for this advertisement, a copy of which will be supplied on demand.

Application forms, along with detailed qualifications and instructions etc can be obtained from the Cashier Panjab University, Chandigarh personally on payment of Rs 2/- or by making a written request to the Deputy Registrar (Estt), Panjab University accompanied by self-addressed stamped envelope of 23x10 cms and a postal order of Rs 2/- drawn in favour of the Registrar, Panjab University Chandigarh.

For details see instructions for candidates enclosed with the application forms.

UNIVERSITY OF POONA

GANESHKHIND PUNE-411007

Advertisement No 1/84

REQUIRES

READERS (2)

Mathematics —1
Nvaya Pandit in Philosophy —1
Department —1
(Grade Rs 1200-1900, Age limit —45 years)

General Qualifications

Good academic record with doctoral degree or equivalent published work. Actively engaged in research or innovation in teaching method or production of teaching materials. About five years' teaching and/or research experience with minimum three years as Lecturer or equivalent position.

LECTURERS (6)

Mathematics —1 (Reserved post)
Philosophy (Buddhist Studies) —1
History —1 (Temporary)
Experimental Psychology —1
(Grade Rs 700-1600
Age limit 35 years)

General Qualifications

(a) Doctor's Degree or equally high standard research work.

AND

(b) Good academic record with at least second class (C in the seven point scale) Master's degree in the subject.

For developing Interdisciplinary Programmes degrees in (a) and (b) above in relevant subjects.

Application forms and more details of qualifications, experience etc for the above posts available in person for Rs 10/- in cash or by sending self-addressed envelope (23 cms x 20 cms) stamped for Rs 2.50/- and Postal Order of Rs 10/- to the Registrar separately for each post. Apply on or before 25th February, 1984.

Other things being equal, preference will be given to candidates belonging to backward class.

S P Bhosale
REGISTRAR

SHREEMATI NATHIBAI

DAMODAR THACKERSEY

WOMEN'S UNIVERSITY

Applications are invited in the prescribed forms available from the University Office, on payment of Rs 5/- (by M O / Indian Postal Order / in cash) for the post of PRINCIPAL, P V D T COLLEGE OF EDUCATION FOR WOMEN, at the Churchgate Campus of the University at Bombay, so as to reach the undersigned not later than FEBRUARY 20, 1984.

Pay Scale

Rs 1200-50-1300-60-1900 plus admissible allowances.

(Total emoluments about Rs 2,434.75 per month)

Qualifications & Experience

(a) Doctor's Degree in Education or research work of an equally high standard in one of the subjects under Education.

(b) A consistently good academic record at the Master's level with at least first or high second class or equivalent degree of a foreign University, preferably in a subject under education

(c) About 10 years experience of teaching and/or research Preferably about 5 years administrative experience at an educational institution of higher learning The condition of experience may be relaxed in case of persons with higher research qualifications or other conditions the Selection Committee may find adequate

Note

(1) Only suitable candidates will be called for interview

(2) Scheduled Castes/Tribes and Other Nomadic Tribes candidates will be given consideration as per the Government directives

(3) Proficiency in Marathi/Gujarati essential, besides fluency in English

(4) Higher starting salary may be considered in exceptional cases, if recommended by the Selection Committee

(5) Accommodation on campus available

Smt K H Bhansali
REGISTRAR

SOUTH GUJARAT UNIVERSITY

UNIVERSITY CAMPUS UDHNA-MAGDALLA ROAD
SURAT-395007

Applications are invited in the prescribed form (in eight copies) for the following teaching posts in the Post-graduate Departments of the University

Department	Professor	Reader	Lecturer
1 Economics	One	One	—
2 Public Administration	—	—	Three
3 Sociology	—	One	One
4 Research Methodology Cell	—	One	—
5 English	—	One	—
6 Mathematics/Statistics	—	Two (Maths) Two (Stat)	One (Maths) One (Stat)
7 Physics	One	One	Three
8 Chemistry	One	One	Three
		(Second likely)	
9 Bio-Sciences	One (Zoology)	—	One (Botany)
10 Rural Studies	—	Two	Two
11 Business & Ind Management	—	—	Two
12 Education	One	One	Two

Pay-Scales for the posts are as under

- (1) Professor Rs 1500-60-1800-100-2000-125/2-2500
(2) Reader Rs 1200-50-1300-60-1600-Assessment-60-1900
(3) Lecturer Rs 700-40-1100-50-1300-Assessment-50-1600

In addition to pay, the teachers of the University Departments are entitled to draw Dearness Allowances, House Rent Allowance and other benefits like Contributory Provident Fund and Gratuity as admissible under rules from time to time

According to the policy of reservation adopted by the University all posts of lecturers advertised are reserved for Scheduled Castes/Scheduled Tribe and backward class candidates. Candidates belonging to these classes should clearly indicate in their applications the caste to which they belong and attach necessary certificates along with their applications. If suitable candidates belonging to these classes are not available candidates belonging to other classes would be considered for temporary appointment. However this is the second advertisement for some of the Lecturer posts and if suitable candidates from backward classes are not available for these posts they will be filled up by candidates belonging to other classes

Information about qualifications and

special field in which the appointment on each post will be made will be submitted with prescribed application forms which can be had from the undersigned on payment of Rs 7 - in cash or by postal order alongwith self-addressed envelope of 22 cm x 13 cm size with postal stamps worth Rs 3 10 ps affixed thereon

The last date for receipt of applications is 29-2-1984

Surat

G A Desai
REGISTRAR

PUNJABI UNIVERSITY

PATIALA

(Advertisement No 53A PRO/Estt
January, 84)

Applications are invited for the following posts —

- 1 Professor in Chemistry (Organic)
(One) (Grade Rs 1500-60-1800-100-2000-125/2-2500)

Qualifications

An eminent scholar with published work of high quality actively engaged in research. About ten years experience of teaching and/or research. Experience of guiding research at doctoral level

OR

An outstanding scholar with established reputation who has made significant contribution to knowledge

2 Lecturer in Geography : (One)
Leave vacancy upto 15-9-85

(Grade Rs 700-40-1100-50-1600)

Qualifications

(a) A Doctor's degree or research work of an equally high standard and

(b) Good academic record with, atleast second class (C in the seven point scale) Master's degree in a relevant subject from an Indian University or an equivalent degree from a foreign University

Having regard to the need for developing interdisciplinary programmes, the degrees in (a) and (b) above may be in relevant subjects

Provided that if the selection committee is of the view that the research work of a candidate as evident either from his thesis or from his published work is of very high standard, it may relax any of the qualifications prescribed in (b) above

Provided further that if candidate possessing a Doctor's degree or equivalent research work is not available or is not considered suitable, a person possessing good academic record (weightage being given to M Phil or equivalent degree or research work of quality) may be appointed provided he has done research work for at least two years or has practical experience in a research laboratory/organisation on the condition that he will have to obtain a Doctor's degree or give evidence of research of high standard within eight years of his appointment, failing which he will not be able to earn future increments until he fulfils these requirements

3 Research Associates in Economics (UGC Special Assistance) (Two)
(Grade Rs 700-40-1100-FB-50-1300)

Qualifications

Ph D in Economics Agricultural Economics with good grounding in quantitative methods in Economics

4 Junior Research Fellows in Economics (UGC Special Assistance)
(Rs 600-p.m. all inclusive)

Qualifications

Junior Fellowship is open to persons preferably below the age of 30 years who have obtained a Master's degree of a recognised University in the first or high second division (with at least 55% marks of B in the seven point grade system)

5 Medical Officer (Grade Rs 940-30-1000-40-1200-50-1400-60-1700-75-1850 - NPA as per Government rates)

Qualifications

(i) M B B S with one year House job in obstetrics and gynaecology in a Govt Hospital D G O will be preferred

(ii) Three years experience in medical profession in an institution Govt Hospital

(iii) Registered with the Punjab Medical Council or with any other duly constituted Medical Council in India

(iv) Working knowledge of Punjabi Language

(v) Medical Officer will be provided with free unfurnished accommodation at the Campus, subject to availability

6 Calligraphists (Grade Rs 400-10-450/15-525/15-600)

Qualifications

At least 2nd division Matriculate/Hr Secondary or B A with knowledge of calligraphy in English, Punjabi and Hindi. Qualifications are relaxable in the case of candidates exceptionally good in calligraphy

Candidate must have passed Punjabi as one of the subjects in Matric or higher Course

Note For the post of Lecturer, Good academic record will be determined as under -

- (i) A candidate holding a Ph D degree should possess atleast a second class Master's degree or
- (ii) A candidate without Ph D degree should possess a high second class Master's degree and second class in the Bachelor's degree or
- (iii) A candidate not possessing Ph D degree but possessing second

class Master's degree should have obtained first class in the Bachelor's degree

General

Candidates for teaching & research posts should possess working knowledge of Punjabi upto Punjabi Preveshka standard. Persons from outside Punjab could, however, be considered for appointment but they will be required to give an undertaking in writing that they will acquire the requisite qualifications in Punjabi within a period of two years

Higher start within the grade admissible depending upon the ability and experience of the candidate. House rent and Dearness Allowance, Provident Fund and Medical facilities according to University rules

Applications complete in all respects on the prescribed form accompanied by a crossed Postal Order worth Rs 5 - (Rs 2,- for candidates belonging to Scheduled Castes/Tribes & Backward Classes) drawn in favour of the Registrar, Punjabi University, Patiala should reach the University by 13-2-84. The forms can be had from the Production & Sales Officer, Publication Bureau,

Punjabi University, Patiala on payment of Re 1/- by sending a crossed Indian Postal Order drawn in favour of the Registrar, Punjabi University, Patiala alongwith a self addressed envelope of the size of 25 x 10 cms stamped with Rs 1 70 postage for teaching posts and Re 0 50 for Non-teaching posts which should be superscribed at the top in bold letters **REQUEST FOR APPLICATION FORM FOR THE POST OF**

Persons already in service should apply through proper channel. Those who are not in a position to submit their applications through proper channel before the due date should submit an advance copy before the due date and regular applications through proper channel by 17-2-84

D S Kang
REGISTRAR

UNIVERSITY OF GAUHATI
GAUHATI-781014

Corrigendum

Advertisement No 9 of 1983

Read Item No 1 Professor of Biochemistry - One post, (Permanent), deleted from the advertisement

ENDOWMENT

The Proprietor, Shri R K Jain, preparatory to his retirement from the business has created a Charitable Trust by the name of RAJENDRA KUMAR SUNEHRU DEVI JAIN CHARITABLE TRUST for the benefit of man-kind. One of the objects of the Trust is to grant financial help scholarship, stipends and other aids to deserving students and to provide for their education

Most of our capital is invested in the back volumes of journals on Botany Biology Chemistry Geology Physics and Mathematics. Therefore, in order to finance the Endowment, it is necessary that our stocks should be mobilised. We therefore offer our stocks of back volumes of journals to fit into the needs of the departments concerned to the tune of Rs 1,00,000 - or so. This Endowment money will be invested in the FDRs in favour of the University on permanent account and a monthly scholarship of Rs 800/- to Rs 1000/- for the duration of the study of the student will be awarded from the interest which accrues from the FDRs

Since it is planned to benefit as many students in the various Universities in India as possible, only one scholarship will be available to a University at a time

If you want to avail of the benefit from the Endowment we request you to kindly advise us the departments who have got good budget for purchase of backvolumes of journals, so that our stock-list of that particular subject may be forwarded to the concerned department for selection and acquisition of the journals

Needless to say that earlier you finalise the acceptance of the proposal, the more choice you can exercise for selecting the journals

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G. B. PANT UNIVERSITY OF AGRICULTURE & TECHNOLOGY

PANTNAGAR-263145 (DISTT. NAINITAL)

ADMISSION NOTICE

A competitive Entrance Examination for admission to the First Year of the following BACHELOR'S and MASTER'S Degree Programmes will be held on Sunday the 6th May, 1984 from 8 A M to 11 A M at AGRA, ALLAHABAD, COIMBATORE DELHI, HYDERABAD, LUCKNOW, PANTNAGAR, ROORKEE and VARANASI centres

A-Bachelors Degree Programmes

Programmes	Minimum eligibility qualifications
1 B Sc Ag & A II	Intermediate with Agriculture/Mathematics/Biology from U P Board Allahabad, or equivalent examination
2 B V Sc & A H	Intermediate with Biology/Agriculture from U P Board Allahabad or equivalent examination
3 B Sc Home Science (for girls only)	High School from U P Board Allahabad, or equivalent examination

NOTE 1—Candidates appearing in the above Boards' Examinations in 1984 are also eligible to appear in the Entrance Examination provided their results are declared by 15th July 1984 otherwise they will stand disqualified 2—Admissions to the B Tech programme in Civil, Electrical Mechanical, Agricultural, Electronics & Communication, and Production Engineering branches of this University will be made through a joint Entrance Examination conducted by the Coordinator, Admission Committee, Motilal Nehru Regional Engineering College, Allahabad, U P.

Maximum Age Limit 22 years on 30th November 1984 (3 years relaxation for Scheduled Castes/Scheduled Tribes, and Backward Classes candidates)

B-Master's Degree Programmes

Subjects Agronomy-20, Agril Economics-12, Plant Pathology-10 Plant Breeding-20 Horticulture-10, Soil Science-20, Entomology-12, Rural Banking & Agril Economics-10, Animal Breeding-10, Animal Nutrition-10, Dairy Husbandry-5, Poultry Husbandry-5, Agril Communication & Extn-10, Rural Development Management-10, Agricultural Statistics-5 Biochemistry-12, Microbiology-10, Physics-8, Mathematics-6, Environmental Science-10, Plant Physiology-6, Food Technology-10, Vety Bacteriology-3, Vety Pathology-4, Vety Hygiene & Public Health-3, Vety Parasitology-4 Vety Physiology-4, Vety Pharmacology-4, Vety Anatomy-4, Vety Surgery-6, Vety Medicine-4, Vety Gynaecology & Obstetrics-4 Irrigation & Drainage Engineering-10,

Soil & Water Conservation Engg-6, Farm Machinery & Power Engg -10, Process Engg -10, Structural Engg -10, Hydraulic Engg -10, Design & Production Engg -5, and Home Science Foods & Nutrition-8, Clothing & Textiles-4

Eligibility/qualifications 55% marks in aggregate or above in Bachelor's degree examination conforming to the relevant group of subjects, or an equivalent OGPA from a recognized University, and 33% marks in the Entrance Examination separately in (1) Aptitude Test, and (2) Subject Matter Test

NOTE. Those who are appearing or have appeared in the Bachelor's degree examination of different Universities in India can also appear in the above Entrance Examination provided that their results are positively declared by 15th July 1984, otherwise they will stand disqualified

Separate provision exist for the Junior Fellowship Holders of the ICAR/CSIR/UGC provided the fact of having been selected for the fellowship is intimated at least a week before the date of Entrance Examination In-service candidates nominated by the ICAR Govt of India/Development Departments of States/other Indian Universities/Staff of the G B Pant University of Agriculture & Technology, will be considered under sponsored category

Liberal financial assistance admissible as per rules during the period of study for deserving students

Printed application form prescribed separately for Bachelor's Degree and Master's Degree programmes, costing Rs 10 00 each with Information Brochure can be obtained on request from the Registrar (Admission) by sending a crossed Bank Draft for Rs 10 00 in favour of G B Pant University of Agriculture & Technology, either on the State Bank of India, or United Commercial Bank, Pantnagar branch, along with a self-addressed envelope of 28 x 13 cm bearing postage stamps of Rs 3 00, or may be obtained on cash payment at the counter Cheques, Money Orders, and Postal Orders, shall not be accepted The Degree Programme for which the Form is required must be written in Capital letters on the self-addressed envelope

Last date for Receipt of Applications Upto March 20, 1984 with fee of Rs 50 00 (Rupees Fifty only) for all the above Centres, and March 21 to April 5, 1984 with a late fee of Rs 20 00 (Rupees Twenty) more in addition to the prescribed fee of Rs 50 00 for Pantnagar centre only

O S Misra
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OUTSTANDING WORKS ON INDIGENOUS INDIAN EDUCATION

THE BEAUTIFUL TREE Indigenous Indian Education in the Eighteenth Century by Dharampal, 16 x 25 cms pp xvi 436, 1983

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Mahatma Gandhi stated on October 1931 at Chatham House London that 'India today is much more illiterate than it was before a fifty or hundred years ago' and described the Indigenous system of education as '*the beautiful tree*' which was allowed to perish by the British rulers. Sir Philip Hartog, one of the founders of School of Oriental and African Studies, London, could not believe it and requested Gandhiji either to prove or to withdraw the statement. Gandhiji hardly had any time to give a well documented reply. But Mr Daulat Ram Gupta and Prof. K.T. Shah wrote several long articles but Sir Philip Hartog was however far from satisfied.

Now, Dharampal has made a comprehensive study of archival materials relating particularly to what was known as the Presidency of Madras. He has shown that Indigenous system of education at the end of eighteenth century compared more than favourably with the system obtaining in England at about the same time in respect of numbers of schools and colleges proportionate to the population, the number of students attending these institutions, the number of years spent by students in schools and colleges, the diligence as well as the intelligence of students, the quality of teachers, the financial support provided from public and private sources, the high percentage of lower class (Sudras and others) students receiving education as compared to upper class Brahmin, Ksatriya and Vaishya students, and range of subjects taught. Dharampal has thus fulfilled the promise made by the father of the nation.

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The reports of William Adam, reprinted here, offer us a picture of what education was in Bengal and Bihar before the British system gained a foothold in India. It is statistical in many ways: there are number and ages of teachers, students and books, there are exact descriptions of teaching practice, fees, caste and much more. But there are also the insights of a man who knew a great deal about Indian society. Adam had spent 17 years in India when he began his work; he knew several Indian languages both classical and vernacular and perhaps most important, he was by nature sympathetically concerned about his subject. He was also adequately supported by government with what might be called as a three year grant. This happy combination of circumstances makes the Adam Reports one of the most valuable records of precolonial social practice available anywhere.

REVIEW These volumes are a fascinating slice of history, contain a wealth of information on Indigenous Indian education.

The Hindustan Times, Delhi

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